Training Event COURSE NAME 2024-25 Course Overview







A Program of the A+ Education Partnership In partnership with the Alabama State Dept. of Education





COLLEGE AP World History: Modern

Scope and Sequence 1st nine weeks

UNIT 1 UNIT 2	UNIT 3	UNIT 4	UNIT 5
---------------	--------	--------	--------

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 1	Flex Day	1.1 Developments in East Asia	Developments	1.2 Developments in Dar al-Islam	1.2 Developments in Dar al-Islam
WEEK 2	1.3 South and Southeast Asia	1.3 South and Southeast Asia	Statebuilding in	1.5 State building in Africa	1.6 Developments in Europe
WEEK 3	1.6 Developments in Europe	1.7 Comparison in the period from 1200-1450	in the period	Personal	Unit 1 Summative Assessment/ MC and SAQ
WEEK 4		2.1-2.5-2.6 The Silk Roads and consequences	Empire and the Making of the	2.2 Mongol Empire and the Making of the Modern World	2.3-2.5-2.6 Exchange in the Indian Ocean and consequences
WEEK 5	Exchange in the Indian Ocean and	2.4-2.5 Trans-Saharan Routes and consequences	of Economic	2.7 Comparison of Economic Exchange	Flex Time/ Personal Progress Check
WEEK 6		Unit 2 Summative Assessment/ MC and SAQ		3.1 Empires Expand 1450-1750	3.1 Empires Expand 1450-1750
WEEK 7		3.2 Empires: Administration	•	3.3 Empire: Belief Systems	Comparison in Land-Based Empires from 1450-1750
WEEK 8	Flex Time/ Personal Progress Check	Flex Day/Review	Summative Assessment/	Unit 3 Summative Assessment/ MC and SAQ	Flex Time
WEEK 9	Review/Flex Day	Review/Flex Day	Assessment	Nine Weeks Assessment	Flex Day



COLLEGE
READYAP World History: ModernScope and Sequence 2nd Nine Weeks

UNIT 4

UNIT 5

UNIT 6

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 1	4.4 Maritime Empires Established	4.4 Maritime Empires Established	4.4 Maritime Empires Established	4.5-4.7 Maritime Empires Maintained and Developed, Challenges, social hierarchies	social hierarchies
WEEK 2	Maintained and Developed, Challenges, social hierarchies	Empires Maintained and Developed, Challenges, social	Empires Maintained and Developed, Challenges, social	4.5-4.7 Maritime Empires Maintained and Developed,	4.5-4.7 Maritime Empires Maintained and Developed, Challenges, social hierarchies
WEEK 3	Maintained and	4.8 Continuity and Change from 1450-1750	and Change		Flex Time/Progress Check
WEEK 4	Summative Assessment/	Unit 4 Summative Assessment/ MC and SAQ		5.1 The Enlightenment	5.2 Nationalism and Revolutions in the period 1750-1900
WEEK 5	1750-1900	andRevolutions in the period 1750-1900	Enlightenment/ Revolutions SAQ	Revolution	5.3 Industrial Revolution Begins
WEEK 6	Flex Day/ debrief Urban	5.4 Industrialization Spreads in the period 1750-1900	Spreads in the	and the	5.5 Technology and the Industrial Age
WEEK 7	Government's role. Economic Innovations and	5.6-5.7 Industrialization: Government's role. Economic Innovations and Developments	5.6-5.7 Industrialization: Government's role. Economic Innovations and Developments	tha Inductrial	5.8 Reactions to the Industrial Economy



COLLEGE AP World History: Modern READY Scope and Sequence

Scope and Sequence 2nd Nine Weeks

WEEK 8		the Industrial	and Change in	,	Flex Time/Progress Check
WEE	Assessment Unit 5 Free	Summative Assessment MC Unit 5	Flex Day/Review	Semester Exam Free Response	



COLLEGE
READYAP World History: ModernScope and Sequence 3rd Nine Weeks

I INIT 6	LINIT 7	

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 1		6.1 Rationales for Imperialism	Expansion and Indigenous	6.2-6.3 State Expansion and Indigenous Responses	6.4 Global Economic Developments
WEEK 2	Economic	6.4 Global Economic Developments	and Effects of	and Effects of	6.6-6.7 Causes and Effects of Migration
		6.8 Causation in the Imperial Age		Flex Time	Summative Assessment Unit 6- FRQ
WEEK 4	Assessment Unit		7.1 -7.2 Shifting Power after 1900 Causes of World War I	7.3 Conducting World War I	7.4 Economy in the Interwar Period
WEEK 5	7.4 Economy in the Interwar Period	7.5-7.6 Unresolved Tensions after World War I, Causes of World War II		7.7 Conducting World War II	7.8 Mass Atrocities after 1900
WEEK 6		7.9 Causation in Global Conflict	Flex Time/Progress Check	Flex Time	Summative Assessment Unit 7 Free Response
WEEK 7	Summative Assessment Unit 7-MC/SAQ	8.1-8.2 Setting the Stage for the Cold War and Decolonization, Cold War	the Stage for the Cold War and	the Stage for the Cold War and	8.3-8.4 Effects of Cold War Spread of Communism after 1900
WEEK 8	of Cold War Spread of Communism	8.3-8.4 Effects of Cold War Spread of Communism after 1900	Flex Day	Summative Assessment Unit 8-Cold War	Review/Flex Day
WEEK 9	Flex Day/Review	Summative Assessment Units 6-8 Cold War FRQ	Summative Assessment Units 6-8 Cold War MC/SAQ	8.5 Decolonization	8.5 Decolonization



COLLEGE
READYAP World History: ModernScope and Sequence Fourth Nine Weeks

UNIT 8	Unit 9	Review

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 1	Independent States	8.6 Newly Independent States	Resistance to Established Power		8.8 End of the Cold War
WEEK 2		8.9 Causation in the Age of the Cold War and Decolonization	Flex Time/Progress Check	Assessment Unit 8 Free	Summative Assessment Unit 8 Free Response
WEEK 3	9.1 Advances in Technology and Exchange after 1900	Advances and limitations after 1900: Disease Debates about the Environment	limitations after 1900: Disease Debates about the Environment	9.4 Economics in the Global Age	9.5 Calls for Reform and Responses after 1900
WEEK 4	9.5 Calls for Reform and Responses after 1900	9.6 Globalized Culture after 1900	after 1900	and Change in a Globalized	9.9 Continuity and Change in a Globalized World
WEEK 5	Hme/Progress Check	Summative Assessment Unit 9- Free Response	Summative Assessment Unit 9-MC/SAQ	Review Units 1-2	Review Units 1-2
WEEK 6	Review Units 3-4	Review Units 3-4	Review Units 3-4	Review Units 5-6	Review Units 5-6
WEEK 7	Review Units 5-6	Review Units 7-9	Review Units 7-9	Review Units 7-9	Review
WEEK 8	Review	Review			



COLLEGE
READYAP World History: ModernScope and Sequence Fourth Nine Weeks

	WEEK 9					
--	--------	--	--	--	--	--

1

AP WORLD HISTORY

Historical Thinking Skills and Reasoning Processes

This section presents the historical thinking skills and reasoning processes that students should develop during the AP history courses that form the basis of the tasks on the AP history exams.

Historical Thinking Skills

The AP historical thinking skills describe what students should be able to do while exploring course concepts. The table that follows presents these skills, which students should develop during the AP World History course.

The unit guides later in this publication embed and spiral these skills throughout the course, providing teachers with one way to integrate the skills into the course content with sufficient repetition to prepare students to transfer those skills when taking the AP Exam.

More detailed information about teaching the historical thinking skills can be found in the Instructional Approaches section of this publication.

AP	AP H	Historical Thinking Skills	hinking S	kills	
Skill 1		Skill 2	Skill 3	Skill 4	Skill 5
Developments and Processes I	lents and plain historical and processes.	Sourcing and Situation 2 Analyze sourcing and situation of primary and secondary sources.	Claims and Evidence in Sources 3 Analyze arguments in primary and secondary sources.	Contextualization 4 Analyze the context of historical events, developments, or processes.	Making Connections Using historical reasoni (comparison, causation and change), analyze p: and ctions between a historical developments
SKILLS					

Argumentation 6

Skill 6

Develop an argument.

ning processes

LO

in, continuity patterns and and among **5.A** Identify patterns among or connections between historical specific historical development 4.A Identify and describe a historical context for a

its and processes.

developments and processes. 5.B Explain how a historical

6.B Support an argument using

6.A Make a historically

defensible claim

relates to another historical development or process development or process.

process is situated within a broader historical context.

3.C Compare the arguments or

main ideas of two sources.

evidence support, modify, or refute a source's argument.

3.D Explain how claims or

purpose, historical situation, and/ or audience, including how these might limit the use(s) of a source.

Explain the significance of a source's point of view,

5 5

4.B Explain how a specific

used in a source to support

purpose, historical situation, and/

or audience of a source.

2.B Explain the point of view,

1.B Explain a historical concept, development, or process.

or process.

an argument.

3.B Identify the evidence

or process.

based or non-text-based source.

claim and/or argument in a text-**3.A** Identify and describe a

2.A Identify a source's point

1.A Identify a historical concept, development,

of view, purpose, historical situation, and/or audience. historical development or

Describe specific examples of Explain how specific examples historically relevant evidence. specific and relevant evidence. .

of historically relevant evidence support an argument.

to explain relationships among 6.C Use historical reasoning pieces of historical evidence.

modify an argument using diverse and alternative evidence in order to develop a complex argument. GD Corroborate, qualify, or This argument might:

- Explain nuance of an issue by analyzing multiple variables.
- within and across periods. insightful connections Explain relevant and
- Explain the relative historical significance of a source's credibility and limitations.
- Explain how or why a historical claim or argument is or is not effective.



Reasoning processes describe the cognitive operations that students will be required to apply when engaging with the historical thinking skills on the AP Exam. The reasoning processes ultimately represent the way practitioners think in the discipline. Specific aspects of the cognitive process are defined under each reasoning process.

Reasoning Process 1	Reasoning Process 2	Reasoning Process 3
Comparison	Causation	Continuity and Change
 1.i: Describe similarities and/or differences between different historical developments or processes. 1.ii: Explain relevant similarities and/ or differences between specific historical developments and processes. 1.iii: Explain the relative historical significance of similarities and/or differences between different historical developments or processes. 	 2.i: Describe causes and/or effects of a specific historical development or process. 2.ii: Explain the relationship between causes and effects of a specific historical development or process. 2.iii: Explain the difference between primary and secondary causes and between short- and long-term effects. 2.iv: Explain how a relevant context influenced a specific historical development or process. 2.v: Explain the relative historical significance of different causes and/ or effects. 	 3.i: Describe patterns of continuity and/or change over time. 3.ii: Explain patterns of continuity and/or change over time. 3.iii: Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

2

AP WORLD HISTORY

Course Content

Influenced by the Understanding by Design[®] (Wiggins and McTighe) model, this course framework provides a description of the course requirements necessary for student success.

The course content is organized into commonly taught units. The units have been arranged in a logical sequence frequently found in many college courses and textbooks.

The nine units in AP World History, and their approximate weighting on the AP Exam, are listed on the following page.

Pacing recommendations at the unit level and on the Course at a Glance provide suggestions for how to teach the required course content and administer the Personal Progress Checks. The suggested class periods are based on a schedule in which the class meets five days a week for 45 minutes each day. While these recommendations have been made to aid planning, teachers should of course adjust the pacing based on the needs of their students, alternate schedules (e.g., block scheduling), or their school's academic calendar.

TOPICS

Each unit is broken down into teachable segments called topics. The topic pages (starting on page 38) contain all required content for each topic. Although most topics can be taught in one or two class periods, teachers are again encouraged to pace the course to suit the needs of their students and school.

Units	Chronological Period*	Exam Weighting
Unit 1: The Global Tapestry	c. 1200 to	8–10%
Unit 2: Networks of Exchange	c. 1450	8-10%
Unit 3: Land-Based Empires	c. 1450 to	12–15%
Unit 4: Transoceanic Interconnections	c. 1750	12–15%
Unit 5: Revolutions	c. 1750 to	12–15%
Unit 6: Consequences of Industrialization	c. 1900	12–15%
Unit 7: Global Conflict		8–10%
Unit 8: Cold War and Decolonization	c. 1900 to the present	8–10%
Unit 9: Globalization	-	8–10%

*Events, processes, and developments are not constrained by the given dates and may begin before, or continue after, the approximate dates assigned to each unit.

Themes

The themes serve as the connective tissue of the course and enable students to create meaningful connections across units. They are often broader ideas that become threads that run throughout the course. Revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding. Below are the themes of the course and a brief description of each.

THEME 1: HUMANS AND THE ENVIRONMENT (ENV)

The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

THEME 2: CULTURAL DEVELOPMENTS AND INTERACTIONS (CDI)

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

THEME 3: GOVERNANCE (GOV)

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

THEME 4: ECONOMIC SYSTEMS (ECN)

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

THEME 5: SOCIAL INTERACTIONS AND ORGANIZATION (SIO)

The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

THEME 6: TECHNOLOGY AND INNOVATION (TEC)

Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

ig the Them	אס ווסא נוום נוופווופס סאוומ
Spiralin	

Big Ideas	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
	The Global Tapestry	Networks of Exchange	Land-Based Empires	Transoceanic Interconnections	Revolutions	Consequences of Global Conflict Industrialization	Global Conflict	Cold War and Decolonization	Globalization
Humans and the Environment ENV		•		>	\diamond				>
Cultural Developments and Interactions CDI	>	>	>	•	•	•		5	•
Governance GOV		5	>	>	\triangleright	>	>	>	>
Economic Systems ECN	>	•		>	>	•	>	•	•
Social Interactions and Organization SIO	>			•	•	•	>	5	•
Technology and Innovation TEC	5	5		•	•		•		•

Course Framework V.1 | 21 Return to Table of Contents © 2020 College Board

Course at a Glance

Plan

The Course at a Glance provides a useful visual organization of the AP World History curricular components, including:

- Sequence of units, along with approximate weighting and suggested pacing.
 Please note, pacing is based on 45-minute class periods, meeting five days each week for a full academic year.
- Progression of topics within each unit.
- Spiraling of the themes and historical thinking skills across units.

Teach

HISTORICAL THINKING SKILLS Historical thinking skills spiral across units.



Assess

Assign the Personal Progress Checks—either as homework or in class—for each unit. Each Personal Progress Check contains formative multiplechoice and free-response questions. The feedback from the Personal Progress Checks shows students the areas where they need to focus.

The Global Tapestry c. 1200 to c. 1450						
~10	-13 Class 8-10% AP Exam Weighting					
GOV CDI ECN 4	1.1 Developments in East Asia from c. 1200 to c. 1450					
CDI GOV TEC 1	1.2 Developments in Dar al-Islam from c. 1200 to c. 1450					
CDI GOV 3	1.3 Developments in South and Southeast Asia from c. 1200 to c. 1450					
GOV 3	1.4 State Building in the Americas					
GOV 1	1.5 State Building in Africa					
CDI GOV SIO 1	1.6 Developments in Europe from c. 1200 to c. 1450					
6	1.7 Comparison in the Period from c. 1200 to c. 1450					

Personal Progress Check 1

Multiple-choice: ~15 questions

Short-answer: 2 questions

Primary source (partial)Primary source (partial)

Free-response: 1 question

Long essay (partial)

	Networks of Exchange c. 1200 to c. 1450
n ng	~10–13 Class 8–10% AP Exam Weighting
-	ECN 2.1 The Silk Roads
-	GOV ECN CDI 5
 1	ECN CDI ENV 5
-	TEC GOV 1
-	2.5 Cultural Consequences of Connectivity
	ENV 2.6 Environmental Consequences 5 of Connectivity
-	6 2.7 Comparison of Economic Exchange
	Personal Progress Check 2 Multiple-choice: ~15 questions Short-answer: 2 questions • Primary source • Primary source

- Primary source
- Free-response: 1 question
- Long essay (partial)

 NOTE: Partial versions of the free-response questions are provided to prepare students for more complex, full questions that they will encounter on the AP Exam.
 V.1 | 2



U	Transoceanic Interconnections c. 1450 to c. 1750	S					
~22	-25 Class Periods 12-15% AP Exam	ıg					
TEC 4	4.1 Technological Innovations from 1450 to 1750	-					
GOV ECN 5	4.2 Exploration: Causes and Events from 1450 to 1750	and Events from 1450					
ENV 3	4.3 Columbian Exchange						
GOV ECN SIO 2	4.4 Maritime Empires Established	-					
ECN GOV SIO CDI 3	4.5 Maritime Empires Maintained and Developed	_					
GOV 4	4.6 Internal and External Challenges to State Power from 1450 to 1750	-					
SIO 3	4.7 Changing Social Hierarchies from 1450 to 1750	-					
6	4.8 Continuity and Change from 1450 to 1750	-					

U	5		Colutions 50 to c. 1900			
~20)-23	Class Periods	12–15% AP Exam Weighting			
CDI SIO 3	5.1	The En	lightenment			
GOV 3	5.2	Revolu	alism and tions in iod from 1900			
ENV 1	5.3	Industrial Revolution Begins				
TEC 5	5.4	Industrialization Spreads in the Period from 1750 to 1900				
TEC 1	5.5		ology of the rial Age			
GOV 5	5.6	Govern	rialization: iment's Role 750 to 1900			
ECN 5	5.7	Develo Innova	nic pments and tions in the rial Age			
SIO 2	5.8	Indust	ons to the rial Economy 750 to 1900			
SIO 4	5.9		r and the rial Age			
6	5.10		uity and Change ndustrial Age			

Personal Progress Check 3

Multiple-choice: ~10 questions Short-answer: 2 questions Primary source Primary source

- Free-response: 1 question
- Long essay (partial)

Personal Progress Check 4

Multiple-choice: ~15 questions Short-answer: 2 questions

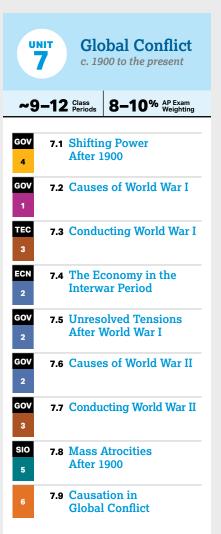
- Primary source
- Secondary source
- Free-response: 1 question Long essay (partial)

Personal Progress Check 5 Multiple-choice: ~25 questions

Short-answer: 2 questions

- Secondary source
- No source
- Free-response: 2 questions
- Long essay (partial)
- Document-based (partial)

U	6	Ind	nsequences of ustrialization 50 to c. 1900			
~12	2–15	Class Periods	12-15% AP Exam Weighting			
CDI 4	6.1		ales for ialism from 1750 0			
GOV 4	6.2 State Expansion from 1750 to 1900					
GOV 2	6.3	6.3 Indigenous Responses to State Expansion from 1750 to 1900				
ENV 2	6.4		l Economic opment from o 1900			
ECN 4	6.5		mic Imperialism 750 to 1900			
ENV ECN 5	6.6		s of Migration in erconnected World			
SIO 5	6.7	Effects	s of Migration			
6	6.8		tion in the ial Age			



U	NIT 8	Dec	d War and olonization ^{0 to the present}
~1	4-1;	Class Periods	8–10% AP Exam Weighting
GOV 4	8.1	for the	the Stage Cold War colonization
CDI 2	8.2	The Co	ld War
GOV 5	8.3	Effects	of the Cold War
ECN SIO 2	8.4	Spread After 19	of Communism 900
GOV 5	8.5	Decolor After 19	nization 900
GOV ECN 3	8.6	Newly States	Independent
CDI 2	8.7		Resistance to shed Order 900
GOV 1	8.8	End of	the Cold War
6	8.9	Age of	ion in the the Cold War colonization

Personal Progress Check 6

Multiple-choice: ~20 questions Short-answer: 2 questions

- No source
- Primary source
- Free-response: 1 question
- Document-based (partial)

Personal Progress Check 7

Multiple-choice: ~25 questions

- Short-answer: 2 questions
- Secondary source
- No source
- Free-response: 1 question • Document-based

Personal Progress Check 8

Multiple-choice: ~25 questions Short-answer: 2 questions

- No source
- Primary source
- Free-response: 1 question
- Document-based

			balization 00 to the present			
~8	-11	Class Periods	8–10% AP Exam Weighting			
TEC 5	9.1		ces in blogy and nge After 1900			
ENV 5	9.2	Technological Advances and Limitations After 1900: Disease				
ENV 4	9.3	Technological Advances: Debates About the Environment After 1900				
ECN 2	9.4	Econo Global	mics in the Age			
SIO 4	9.5		or Reform and nses After 1900			
CDI 4	9.6	Global After 1	ized Culture 900			
CDI 2	9.7	Resista Global After 1	ization			
GOV 3	9.8	Institu in a Gl	tions Developing obalized World			
6	9.9		uity and Change obalized World			

Personal Progress Check 9

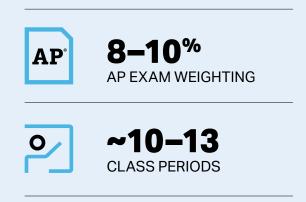
Multiple-choice: ~25 questions Short-answer: 2 questions • Secondary source No source Free-response: 1 question

Long essay

AP WORLD HISTORY

UNIT 1 The Global Tapestry

c. 1200 to c. 1450



Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

AP

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 1

Multiple-choice: ~15 questions Short-answer: 2 questions

- Primary source (partial)
- Primary source (partial)
- Free-response: 1 question
- Long essay (partial)

8-10[%] AP EXAM WEIGHTING

~10-13 CLASS PERIODS



The Global Tapestry

c. 1200 to c. 1450

UNIT AT A GLANCE

Thematic Focus		Reasoning		Class Periods
Foo	Торіс	Process	Suggested Skill	~10-13 CLASS PERIODS
GOV, CDI, ECN	1.1 Developments in East Asia from c. 1200 to c. 1450	Continuity and Change	4.A Identify and describe a historical context for a specific historical development or process.	
CDI, GOV, TEC	1.2 Developments in Dar al-Islam from c. 1200 to c. 1450	Causation	1.A Identify and describe a historical concept, development, or process.	
CDI, GOV	1.3 Developments in South and Southeast Asia from c. 1200 to c. 1450	Comparison	3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.	
GOV	1.4 State Building in the Americas	Continuity and Change	3.B Identify the evidence used in a source to support an argument.	
Ğ	1.5 State Building in Africa	Continuity and Change	1.B Explain a historical concept, development, or process.	

continued on next page



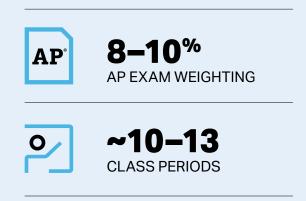
UNIT AT A GLANCE (cont'd)

Thematic Focus	Торіс	Reasoning Process	Suggested Skill	Class Periods
CDI, GOV, SIO	1.6 Developments in Europe from c. 1200 to c. 1450	Causation	1.A Identify a historical concept, development, or process.	
	1.7 Comparison in the Period from c. 1200 to c. 1450	Comparison	6.A Make a historically defensible claim.	
	Go to AP Classroom to assign Review the results in class to ide		Progress Check for Unit 1. ss any student misunderstandings.	

AP WORLD HISTORY

UNIT 2 Networks of Exchange

c. 1200 to c. 1450



Course Framework V.1 | 49 Return to Table of Contents © 2020 College Board

AP World History: Modern Course and Exam Description

Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

AP

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 2

Multiple-choice: ~15 questions Short-answer: 2 questions

- Primary source
- Primary source
- **Free-response: 1 question**
- Long essay (partial)



~10-13 CLASS PERIODS

Networks of Exchange

c. 1200 to c. 1450

UNIT AT A GLANCE

Thematic Focus		Reasoning		Class Periods
μ Έ Ο	Торіс	Process	Suggested Skill	~10-13 CLASS PERIODS
ECN	2.1 The Silk Roads	Causation	4.A Identify and describe a historical context for a specific historical development or process.	
GOV, ECN, CDI	2.2 The Mongol Empire and the Making of the Modern World	Continuity and Change	5.A Identify patterns among or connections between historical developments and processes.	
ECN, CDI, ENV	2.3 Exchange in the Indian Ocean	Causation	5.A Identify patterns among or connections between historical developments and processes.	
TEC, GOV	2.4 Trans-Saharan Trade Routes	Causation	1.B Explain a historical concept, development, or process.	
CDI	2.5 Cultural Consequences of Connectivity	Causation	2.A Identify a source's point of view, purpose, historical situation, and/or audience.	

continued on next page



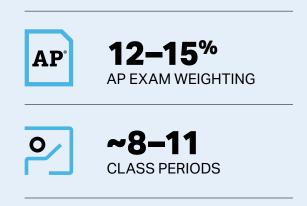
UNIT AT A GLANCE (cont'd)

Thematic Focus	Торіс	Reasoning Process	Suggested Skill	Class Periods
ENV	2.6 Environmental Consequences of Connectivity	Causation	5.A Identify patterns among or connections between historical developments and processes.	
	2.7 Comparison of Economic Exchange	Comparison	 6.B Support an argument using specific and relevant evidence. Describe specific examples of historically relevant evidence. Explain how specific examples of historically relevant evidence support an argument. 	
AP	Go to AP Classroom to assign Review the results in class to ide			

AP WORLD HISTORY

UNIT 3 Land-Based Empires

c. 1450 to c. 1750



Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

AP

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 3

Multiple-choice: ~10 questions Short-answer: 2 questions

- Primary source
- Primary source
- **Free-response: 1 question**
- Long essay (partial)



.....

~8-11 CLASS PERIODS

Land-Based Empires

c. 1450 to c. 1750

UNIT AT A GLANCE

Thematic Focus	Торіс	Reasoning Process	Suggested Skill	Class Periods
	3.1 Empires Expand	Causation	1.B Explain a historical concept, development, or process.	
GOV	3.2 Empires: Administration	Comparison	4.A Identify and describe a historical context for a specific historical development or process.	
CDI	3.3 Empires: Belief Systems	Continuity and Change	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
	3.4 Comparison in Land-Based Empires	Comparison	 6.B Support an argument using specific and relevant evidence. Describe specific examples of historically relevant evidence. Explain how specific examples of historically relevant evidence support an argument. 	

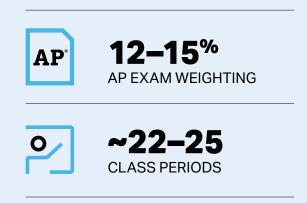
Review the results in class to identify and address any student misunderstandings.

AP WORLD HISTORY

UNIT 4

Transoceanic Interconnections

c. 1450 to c. 1750



Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

AP

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 4

Multiple-choice: ~15 questions Short-answer: 2 questions

- Primary source
- Secondary source
- **Free-response: 1 question**
- Long essay (partial)



~22-25 CLASS PERIODS

Transoceanic Interconnections

c. 1450 to c. 1750

UNIT AT A GLANCE

Thematic Focus	Торіс	Reasoning Process	Suggested Skill	Class Periods
TEC	4.1 Technological Innovations from 1450 to 1750	Causation	4.A Identify and describe a historical context for a specific historical development or process.	
GOV, ECN	4.2 Exploration: Causes and Events from 1450 to 1750	Causation	5.B Explain how a historical development or process relates to another historical development or process.	
ENV	4.3 Columbian Exchange	Causation	3.B Identify the evidence used in a source to support an argument.	
GOV, ECN, SIO	4.4 Maritime Empires Established	Continuity and Change	2.A Identify a source's point of view, purpose, historical situation, and/or audience.	
GOV, ECN, SIO, CDI	4.5 Maritime Empires Maintained and Developed	Continuity and Change	3. Identify and describe a claim and/or argument in a text-based or non-text-based source.	

continued on next page



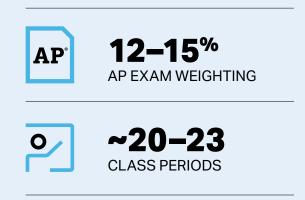
UNIT AT A GLANCE (cont'd)

Thematic Focus		Reasoning Process	Suggested Skill	Class Periods
	Торіс			~22-25 CLASS PERIODS
GOV	4.6 Internal and External Challenges to State Power from 1450 to 1750	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.	
SIO	4.7 Changing Social Hierarchies from 1450 to 1750	Continuity and Change	3.D Explain how claims or evidence support, modify, or refute a source's argument.	
	4.8 Continuity and Change from 1450 to 1750	Continuity and Change	GC Use historical reasoning to explain relationships among pieces of historical evidence.	
AP	Go to AP Classroom to assign Review the results in class to ide			

AP WORLD HISTORY

UNIT 5 Revolutions

c. 1750 to c. 1900



Course Framework V.1 | 93 Return to Table of Contents © 2020 College Board

Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

AP

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 5

Multiple-choice: ~25 questions Short-answer: 2 questions

- Secondary source
- No source

Free-response: 2 questions

- Long essay (partial)
- Document-based (partial)



12-15[%] AP EXAM WEIGHTING

~20-23 CLASS PERIODS

Revolutions

c. 1750 to c. 1900

UNIT AT A GLANCE

Thematic Focus		Reasoning		Class Periods
τ£.C	Торіс	Process	Suggested Skill	~20-23 CLASS PERIODS
CDI, SIO	5.1 The Enlightenment	Continuity and Change	3. Identify and describe a claim and/or argument in a text-based or non-text-based source.	
GOV	5.2 Nationalism and Revolutions in the Period from 1750 to 1900	Causation	3.C Compare the arguments or main ideas of two sources.	
ENV	5.3 Industrial Revolution Begins	Causation	1.B Explain a historical concept, development, or process.	
TEC	5.4 Industrialization Spreads in the Period from 1750 to 1900	Continuity and Change	5.A Identify patterns among or connections between historical developments and processes.	
	5.5 Technology of the Industrial Age	Causation	1.B Explain a historical concept, development, or process.	
GOV	5.6 Industrialization: Government's Role from 1750 to 1900	Causation	5. A Identify patterns among or connections between historical developments and processes.	
ECN	5.7 Economic Developments and Innovations in the Industrial Age	Continuity and Change	5.B Explain how a historical development or process relates to another historical development or process.	



Revolutions

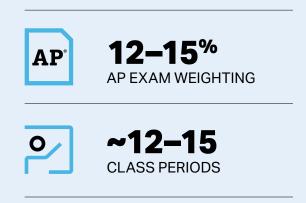
UNIT AT A GLANCE (cont'd)

Thematic Focus	Торіс	Reasoning Process	Suggested Skill	Class Periods
0	5.8 Reactions to the Industrial Economy from 1750 to 1900	Causation	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
SIO	5.9 Society and the Industrial Age	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
	5.10 Continuity and Change in the Industrial Age	Continuity and Change	6.C Use historical reasoning to explain relationships among pieces of historical evidence.	
AP	Go to AP Classroom to assign Review the results in class to ide			

UNIT 6

Consequences of Industrialization

c. 1750 to c. 1900



AP

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 6

Multiple-choice: ~20 questions Short-answer: 2 questions

- No source
- Primary source
- **Free-response: 1 question**
- Document-based (partial)

12–15[%] AP EXAM WEIGHTING



TING ~12-15 CLASS PERIODS

Consequences of Industrialization

c. 1750 to c. 1900

UNIT AT A GLANCE

Thematic Focus	Торіс	Reasoning Process	Suggested Skill	Class Periods
Ē	6.1 Rationales for Imperialism from 1750 to 1900	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.	
	6.2 State Expansion from 1750 to 1900	Comparison	4.B Explain how a specific historical development or process is situated within a broader historical context.	
GOV	6.3 Indigenous Responses to State Expansion from 1750 to 1900	Causation	2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
ENV	6.4 Global Economic Development from 1750 to 1900	Continuity and Change	2.B Explain the point of view, purpose, historical situation, and/or audience of a source might affect its interpretation.	
ECN	6.5 Economic Imperialism from 1750 to 1900	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.	
ENV, ECN	6.6 Causes of Migration in an Interconnected World	Causation	5.B Explain how a historical development or process relates to another historical development or process.	



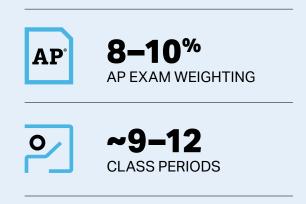
UNIT AT A GLANCE (cont'd)

Thematic Focus	Торіс	Reasoning Process	Suggested Skill	Class Periods
SIO	6.7 Effects of Migration	Causation	5.B Explain how a historical development or process relates to another historical development or process.	
	6.8 Causation in the Imperial Age	Causation	 Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: Explain nuance of an issue by analyzing multiple variables. Explain relevant and insightful connections within and across periods. Explain the relative historical significance of a source's credibility and limitations. Explain how or why a historical claim or argument is or is not effective. 	

Review the results in class to identify and address any student misunderstandings.

UNIT 7 Global Conflict

c. 1900 to the present



AP

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 7

Multiple-choice: ~25 questions Short-answer: 2 questions

- Secondary source
- No source
- **Free-response: 1 question**
- Document-based

8-10[%] AP EXAM WEIGHTING



Global Conflict

c. 1900 to the present

UNIT AT A GLANCE

rhematic Focus		Reasoning		Class Periods
Thema	Торіс	Process	Suggested Skill	~9-12 CLASS PERIODS
GOV	7.1 Shifting Power After 1900	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
	7.2 Causes of World War I	Causation	1.B Explain a historical concept, development, or process.	
TEC	7.3 Conducting World War I	Continuity and Change	3.B Identify the evidence used in a source to support an argument.	
ECN	7.4 Economy in the Interwar Period	Comparison	2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
	7.5 Unresolved Tensions After World War I	Continuity and Change	2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
GOV	7.6 Causes of World War II	Causation	2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
	7.7 Conducting World War II	Comparison	3.D Explain how claims or evidence support, modify, or refute a source's argument.	



UNIT AT A GLANCE (cont'd)

UNIT

7

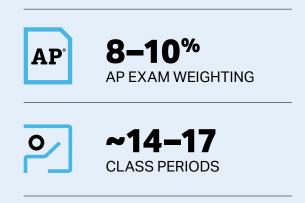
.

Thematic Focus	Торіс	Reasoning Process	Suggested Skill	Class Periods
SIO	7.8 Mass Atrocities After 1900	Causation	5.B Explain how a historical development or process relates to another historical development or process.	
	7.9 Causation in Global Conflict	Causation	G.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:	
			 Explain nuance of an issue by analyzing multiple variables. 	
			 Explain relevant and insightful connections within and across periods. 	
			 Explain the relative historical significance of a source's credibility and limitations. 	
			 Explain how or why a historical claim or argument is or is not effective. 	

Review the results in class to identify and address any student misunderstandings.

UNIT 8 Cold War and Decolonization

c. 1900 to the present



AP

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 8

Multiple-choice: ~25 questions Short-answer: 2 questions

- No source
- Primary source
- **Free-response: 1 question**
- Document-based



Cold War and Decolonization

c. 1900 to the present

UNIT AT A GLANCE

Thematic Focus	Торіс	Reasoning Process	Suggested Skill	Class Periods
GOV	8.1 Setting the Stage for the Cold War and Decolonization	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
CDI	8.2 The Cold War	Causation	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
GOV	8.3 Effects of the Cold War	Comparison	5.B Explain how a historical development or process relates to another historical development or process.	
ECN, SIO	8.4 Spread of Communism After 1900	Causation	2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
GOV	8.5 Decolonization After 1900	Comparison	5.B Explain how a historical development or process relates to another historical development or process.	
GOV, ECN	8.6 Newly Independent States	Continuity and Change	3.D Explain how claims or evidence support, modify, or refute a source's argument.	
CDI	8.7 Global Resistance to Established Power Structures After 1900	Causation	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	

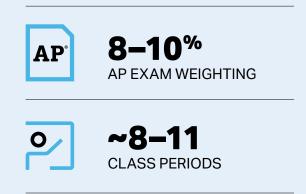


UNIT AT A GLANCE (cont'd)

Thematic Focus	Торіс	Reasoning Process	Suggested Skill	Class Periods
GOV	8.8 End of the Cold War	Causation	1.B Explain a historical concept, development, or process.	
	8.9 Causation in the Age of the Cold War and Decolonization	Causation	 Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: Explain nuance of an issue by analyzing multiple variables. Explain relevant and insightful connections within and across periods. Explain the relative historical significance of a source's credibility and limitations. Explain how or why a historical claim or argument is or is not effective. 	

Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 8. Review the results in class to identify and address any student misunderstandings.

UNIT 9 Globalization c. 1900 to the present



AP World History: Modern Course and Exam Description

Course Framework V.1 | 155 Return to Table of Contents © 2020 College Board

AP

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 9

Multiple-choice: ~25 questions Short-answer: 2 questions

- Secondary source
- No source
- **Free-response: 1 question**
- Long essay

8-10[%] AP EXAM WEIGHTING



~8-11 CLASS PERIODS

Globalization

c. 1900 to the present

UNIT AT A GLANCE

Thematic Focus		Reasoning		Class Periods
The Foo	Торіс	Process	Suggested Skill	~8-11 CLASS PERIODS
TEC	9.1 Advances in Technology and Exchange After 1900	Continuity and Change	5.A Identify patterns among or connections between historical developments and processes.	
ENV	9.2 Technological Advances and Limitations After 1900: Disease	Continuity and Change	5.B Explain how a historical development or process relates to another historical development or process.	
	9.3 Technological Advances: Debates About the Environment After 1900	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.	
ECN	9.4 Economics in the Global Age	Continuity and Change	2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
SIO	9.5 Calls for Reform and Responses After 1900	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
	9.6 Globalized Culture After 1900	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
CDI	9.7 Resistance to Globalization After 1900	Causation	2. Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	



Globalization

UNIT AT A GLANCE (cont'd)

Thematic Focus	Торіс	Reasoning Process	Suggested Skill	Class Periods
GOV	9.8 Institutions Developing in a Globalized World	Causation	3.C Compare the arguments or main ideas of two sources.	
	9.9 Continuity and Change in a Globalized World	Continuity and Change	 Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: Explain nuance of an issue by analyzing multiple variables. Explain relevant and insightful connections within and across periods. Explain the relative historical significance of a source's credibility and limitations. Explain how or why a historical claim or argument is or is not effective. 	

AP

Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 9. Review the results in class to identify and address any student misunderstandings.