

**AP WORLD HISTORY SYLLABUS**  
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**BURBANK H. S.**  
**FALL SEMESTER 2024**

**Welcome to AP WORLD HISTORY MODERN 2023-2024!**

**Course Description:**

Students investigate significant events, individuals, developments, and processes from 1200 C.E to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

**SUPPLIES YOU MUST COME TO EVERY CLASS PREPARED WITH**

**Pen or Pencil**

**5 subject spiral or composition notebook**

**GRADING**

**Tests and quizzes add up to 40% of total 9 week grade**

**Daily assignments add up to 60% of total 9 week grade**

**Course Expectations:** Like all challenging classes, you will do better and enjoy this class more if you participate. This means speaking during discussions, bringing in your observations and experiences, asking questions when you don't understand or need clarification, and working with other students on shared tasks

**Grades:** If you receive a *failing* grade on an *assessment* (test, project, etc) then you may do corrections for up to a 75. Incomplete assignments will receive a failing grade. If you find that

you are struggling, come see me! We will work out a plan to get you back on track. Due dates are posted on Canvas.. If you have a situation and need an extension, ask. I may not agree but if you don't ask, you don't know.

**Homework:** . Any class activity that you don't complete because you run out of time is homework and should be turned in at the beginning of the next class. Assume that everything I ask you to do has a purpose. If you aren't sure what that purpose is, ask me. Treat everything as if it is for a grade-- in other words, try to produce college-level work on all your assigned tasks. I will be giving you a lot of writing since 60% of the test is writing.

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## Exam Format

### Section I, Part A: Multiple Choice

55 Questions | 55 Minutes | 40% of Exam Score

- Questions usually appear in sets of 3–4 questions.
- Students analyze historical texts, interpretations, and evidence.
- Primary and secondary sources, images, graphs, and maps are included.

### Section I, Part B: Short Answer

3 Questions | 40 Minutes | 20% of Exam Score

- Students analyze historians' interpretations, historical sources, and propositions about history.
- Questions provide opportunities for students to demonstrate what they know best.
- Some questions include texts, images, graphs, or maps.
- Students choose between 2 options for the final required short-answer question, each one focusing on a different time period:
  - Question 1 is required, includes 1 secondary source, and focuses on historical developments or processes between the years 1200 and 2001.
  - Question 2 is required, includes 1 primary source, and focuses on historical developments or processes between the years 1200 and 2001.

- Students choose between Question 3 (which focuses on historical developments or between the years 1200 and 1750) and Question 4 (which focuses on historical developments or processes between the years 1750 and 2001) for the last question. No sources are included for either Question 3 or Question 4.

## **Section II: Document-Based Question and Long Essay**

2 questions | 1 Hour, 40 minutes | 40% of Exam Score

### **Document-Based Question (DBQ)**

- Recommended time: 1 Hour (includes 15-minute reading period) | 25% of Exam Score
- Students are presented with 7 documents offering various perspectives on a historical development or process.
- Students assess these written, quantitative, or visual materials as historical evidence.
- Students develop an argument supported by an analysis of historical evidence.
- The document-based question focuses on topics from 1450 to 2001.

### **Long Essay**

Recommended time: 40 Minutes | 15% of Exam Score

- Students explain and analyze significant issues in world history.
- Students develop an argument supported by an analysis of historical evidence.
- The question choices focus on the same skills and the same reasoning process (e.g., comparison, causation, or continuity and change), but students choose from 3 options, each focusing primarily on historical developments and processes in different time periods—either 1200–1750 (option 1), 1450–1900 (option 2), or 1750–2001 (option 3).