AP World History: Modern
Fall 2026

Mr. Phillips
Spring 2025

Contact Information and Communication Codes

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AP Classroom Join Codes

- 2nd period: JAGQV6

Course Overview

AP World History: Modern is a college-level survey of modern world history. It investigates significant events, individuals, developments, and processes from 1200 to the present. The course focuses on cultural developments, political and economic systems, social interactions, technological innovation, and people and their environments.

Students develop and use skills used by historians, analyze sources, build arguments, make connections, and think about continuity and change over time. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

Course Credit and the AP Exam

In North Carolina, the course credit earned through successful completion of AP World History: Modern is accepted as a substitute for the World History requirement for high school graduation. A student's Quarter 3 (40%), Quarter 4 (40%), and Final Exam (20%) grades are used to calculate the final grade for the course. A student's final grade is the only score that contributes to their overall grade point average and class rank and reported on their permanent transcript which colleges consider for admissions.

This course prepares students to take the national College Board AP World History: Modern exam which will be administered on **Thursday, May 7, 2026 at 8:00 AM**. AP exams are scored on a scale of 1 to 5. The North Carolina state university system and many other colleges and universities award college credit to students who earn a 3 or better on the exam which allows them to skip taking the equivalent course in college and potentially graduate sooner. A high school student's AP exam score does NOT directly impact their grade for the course, overall grade point average, or class rank.

Goals

1. Learn the basic chronology of major events and trends in modern World History.
2. Construct a mental map of Earth to understand the role of geography in human history.
3. Understand the six principal themes in modern World History:
    a. **Geography** – the impact of the physical environment on human societies and of humans on the physical environment
    b. **Culture** – the development and impact of ideas, beliefs, and religions
    c. **Commerce** – the production, exchange, and consumption of goods and services
    d. **Politics** – the formation, expansion, and decline of states and the ways they exercise power
    e. **Society** – the grouping of individuals in a social order and the interactions between members of these groups
    f. **Technology** – human innovation for increased efficiency, comfort, and security
4. Analyze and interpret historical evidence to understand the unique perspectives of people in space and time.
5. Develop historical thinking skills:
    a. Chronological Reasoning – analyzing short- and long-term historical causes and effects and evaluating continuity and change over time
    b. Comparison and Contextualization – evaluating historical developments within the specific circumstances of time and place and relating them to broader regional, national, or global processes
    c. Crafting Historical Arguments from Historical Evidence – forming theories supported by relevant evidence, analyzing historical sources, and evaluating historical explanations
    d. Historical Interpretation – analyzing the context and points of view of historical actors

Units

1. GLOBAL REGIONS, c. 1200-1450

- Asia – Religious Traditions, East Asian Civilizations, Civilizations of Southeast Asia, Oceania, Dar al-Islam, and the Mongol Empire
- Africa – African Civilizations
- Europe – Judeo-Christian Traditions, Feudal Europe, and Manors & Burghers
- The Americas – American Civilizations
- Regional Trade – Commercial Innovations, Trade Routes, Mercantile City-States, and Travelers

2. GLOBAL INTERACTIONS, c. 1450-1750

- Discovery – The Renaissance, the Scientific Revolution, the Reformation & European Wars of Religion, Transoceanic Travel, the Portuguese Empire, and Spanish Conquest & Empire
- Maritime Empires – Great Britain, the Dutch Republic, Bourbon France, Ming & Qing China, Tokugawa Japan, and African Kingdoms & Diaspora
- Land Empires – Gunpowder Empires, the Mughals, the Ottomans, the Safavids, and Russia, Prussia, & Austria

3. GLOBAL EMPIRES, c. 1750-1900

- Revolutions – The Enlightenment, the American Revolution, the French Revolution & Napoleonic Europe, Latin American Revolutions, Nationalism, Political Ideologies, and Reform Movements
- Industrialization -The Factory System; the Second Industrial Revolution; Transportation, Communication, and Financial Networks; and Social Class & Labor Movements
- Imperialism – The Civilizing Mission; New Imperialism in Africa and Asia; Canadian & American Expansion; Latin American States; Migration; and Modernization in the Late Ottoman Empire, Late Romanov Russia, Late Qing China, & Meiji Japan

4. GLOBAL CHALLENGES, c. 1900-Today

- World Wars – The Mexican Revolution, The Great War, Imperial Collapse, Soviet Modernization, The Great Depression, Fascism, The Second World War, and Total War & Genocide
- Postwar World -The Iron Curtain; East Asia, South Asia, the Middle East, Africa, & Latin America since 1945; the Fall of Communism; the European Union & Russia; the Post-Cold War United States; and Global Separatist Movements
- Globalization – International Organizations, Global Networks, Modern Food Production and Human Reproduction, Modern Medicine, Energy, and Climate Change

Texts

- We will use Traditions & Encounters: A Global Perspective on the Past, 6th Ed. and primary source readings.
- Though not required to purchase, you may find supplemental study materials helpful. I recommend:
  - Barron's *AP World History: Modern Comprehensive Review 2026*
  - Barron's *AP World History: Modern Flashcards* 6th edition
  - Princeton Review *AP World History: Modern Premium Prep* 7th edition

Rules and Expectations

1. **Be kind. Act interested. Follow directions.**
2. **Be engaged and participate!** This is an intense college-level course which moves quickly and deeply.
   a. Adhere to the semester schedule. Do **NOT** fall behind.
   b. Log into Canvas daily, follow posted directions, and complete posted assignments. Submit work only to Canvas. Assignments that are shared via email or shared through another app will not be accepted.
   c. Lengthy readings are assigned nightly. Students should **read for detail** and are expected to arrive at class daily prepared to discuss.
   d. We have a lot to cover and only enough class time for me to speak directly about a fraction of the curriculum. My job is to lecture on the basic facts to help you develop a mental framework of major historical developments, provide expert insights, direct you to resources for self-study, and coach and advise you on skills of historical analysis and effective writing.

      To be successful, you will need to be autodidactic (self-taught) in terms of learning the details of history. That can only happen by giving it your time and attention. Take ownership of your learning and plan to commit *a minimum of at least* 45-60 minutes per night to reading, studying, and completing assignments.

      In the beginning, students tend to either devote too little or too much time outside of class to this course. It may take you several weeks to find your groove to balance the demands of AP World History: Modern with your other classes, extracurriculars, work, social life, and other commitments. This is natural and common, especially for 9th graders taking their first AP course. After some trial and error, you will eventually figure out how much time you need to devote to your studies, and you will develop effective and efficient learning strategies.
   e. Collaborate with classmates when small group work is assigned. This does NOT mean "divide and conquer" assignments. It means help one another learn. Talk with your peers. Discussing material with others helps everyone understand it better.
   f. Check your WCPSS email daily. Answer messages within 24 hours or less.
3. **Polite, civil behavior** is expected!
   a. **Use respectful language**. Public education is open to all members of the public, and everyone is welcome. Profanity, racist, sexist, homophobic, transphobic, nativist, and other offensive or judgmental comments will not be tolerated.
   b. **Use formal academic English language** when writing, including **proper capitalization, punctuation, and spelling**.
   c. **Communicate with me!** Share so we can build a good relationship, and so I am aware of circumstances that may impact your school performance.
4. **Sit only in your assigned seat.**
5. Food and drinks are not permitted.

6. Students are only permitted to use the restroom during class time with the school-issued bathroom pass.
    a. With the school-issued bathroom pass, students are only allowed to use the restroom a total of six times per semester across all classes.
    b. After all six passes are used, students will not be allowed to go.
    c. You may only visit the restroom in the T-20—T-26 trailer. Breaks should last five minutes or less. Wandering campus is skipping and will result in a discipline referral.
7. Electronics are to be used **for academic purposes only**.
    a. **Cell phones are NOT permitted.** They must be silenced and stored in the phone pockets at the front of the classroom at the start of each period.
    b. Earbuds and headphones are not permitted unless you have express permission to use them to watch a video for an assignment.
    c. **A WCPSS Chromebooks or personal laptop is permitted for learning purposes.** Using social media, playing games, watching videos unrelated to our course of study, or using a device for any purpose other than classwork is not allowed. If a device is used inappropriately, I will give an alternate assignment on paper.

Grading Policies

Grading scale:

- A: 100-90%
- B: 89-80%
- C: 79-70%
- D: 69-60%
- F: 59-0%

Quarterly Grades:

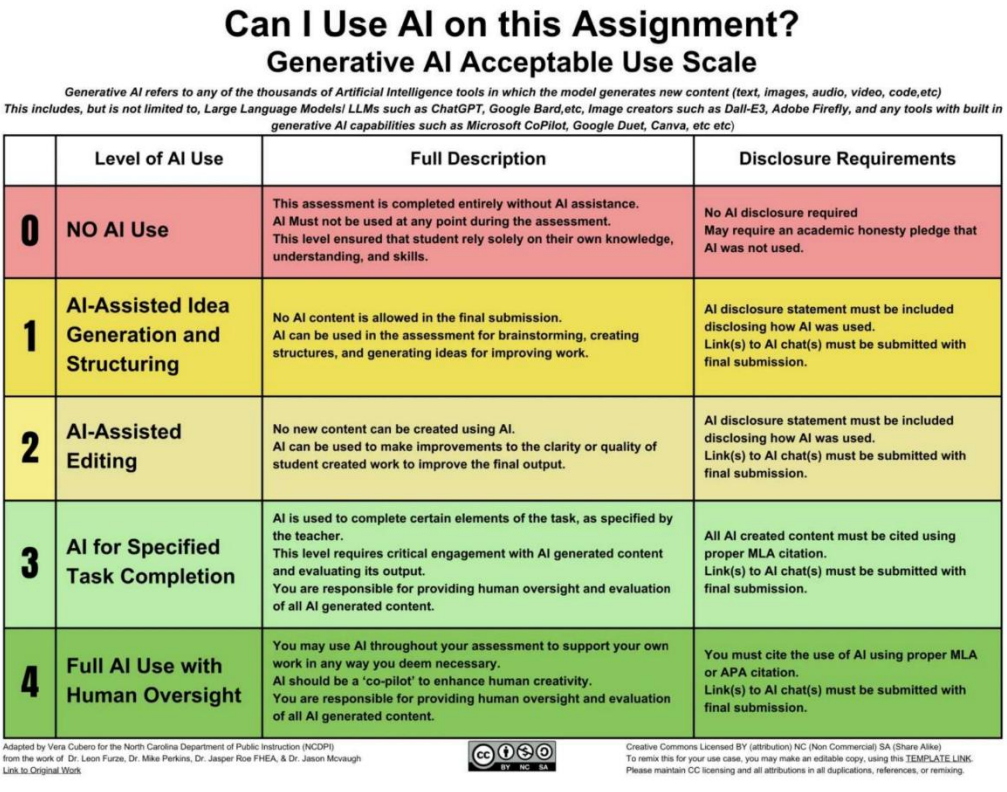
- Exams – 50%
- Quizzes – 15%
- Essays – 15%
- Classwork – 20%

Course Grade:

- Quarter 1 – 40%
- Quarter 2 – 40%
- Final Exam – 20%

Assignments and Exams

1. Assignment submissions are timestamped digitally. All assignments are due by 11:59 PM on the due date. Work submitted past midnight is late. Late assignments are accepted for a maximum of 60% credit until the final day of each unit.
2. Typed assignments must conform to MLA standards: MLA paper format, MLA formatted essay example, and Microsoft Word directions MLA for formatting
3. Students with a score of 84% or below on a test may retest one time for a maximum test score of 85%. There are no retests on map and vocabulary quizzes.
4. Extra credit will NOT be offered.
5. AI use – assume that you may NOT use AI on any assignment unless I tell you otherwise. I will be revisiting and revising my AI policy this semester. For now, this is the general WCPSS AI matrix:



Can I Use AI on this Assignment?

Generative AI Acceptable Use Scale

Generative AI refers to any of the thousands of Artificial Intelligence tools in which the model generates new content (text, images, audio, video, code,etc) This includes, but is not limited to, Large Language Models/ LLMs such as ChatGPT, Google Bard,etc, Image creators such as Dall-E3, Adobe Firefly, and any tools with built in generative AI capabilities such as Microsoft CoPilot, Google Duet, Canva, etc etc)

	Level of AI Use	Full Description	Disclosure Requirements
0	NO AI Use	This assessment is completed entirely without AI assistance. AI Must not be used at any point during the assessment. This level ensured that student rely solely on their own knowledge, understanding, and skills.	No AI disclosure required May require an academic honesty pledge that AI was not used.
1	AI-Assisted Idea Generation and Structuring	No AI content is allowed in the final submission. AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.
2	AI-Assisted Editing	No new content can be created using AI. AI can be used to make improvements to the clarity or quality of student created work to improve the final output.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.
3	AI for Specified Task Completion	AI is used to complete certain elements of the task, as specified by the teacher. This level requires critical engagement with AI generated content and evaluating its output. You are responsible for providing human oversight and evaluation of all AI generated content.	All AI created content must be cited using proper MLA citation. Link(s) to AI chat(s) must be submitted with final submission.
4	Full AI Use with Human Oversight	You may use AI throughout your assessment to support your own work in any way you deem necessary. AI should be a 'co-pilot' to enhance human creativity. You are responsible for providing human oversight and evaluation of all AI generated content.	You must cite the use of AI using proper MLA or APA citation. Link(s) to AI chat(s) must be submitted with final submission.

Adapted by Vera Cubero for the North Carolina Department of Public Instruction (NCDPI) from the work of Dr. Leon Furze, Dr. Mike Perkins, Dr. Jasper Roe FHEA, & Dr. Jason Mcvaugh
Link to Original Work

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Final Exam Exemption

This course ends with a teacher-made final exam worth 20% of your grade for the course. Students in grades 9-12 may be exempt when they meet all of the following:

- Anticipated final average of:
- A (90 or above): Up to 3 unexcused absences
- B (80-89): Up to 1 unexcused absence
- 4 or less tardies in the course
- No violations of Policy Code: 4310 Honor Code

Advice from past students

- THE READING IS IMPORTANT!! So please do it if you want a decent grade. While you're reading, I would recommend not taking notes, but instead writing your future self questions that you can look over and answer to help review.
- For map quizzes, print out a couple blank maps you can practice labeling.
- BE FRIENDLY with other people and help each other out since it's probably most people's first AP class. Because of this class I've made friends with similar experiences and even met my best friend."
- "Use his website! It helps a lot." "Doing well on your vocab quizzes is important. Use the sources he gives you because they usually have the exact information you're looking for. Become friends with your classmates."
- On time management:
    - "Stay focused, work hard, don't procrastinate, and have fun! "Procrastination might have worked in the past for you, it won't now."
    - "Just be ready for the course to move quickly, and don't procrastinate. Do NOT get behind on your vocab and assignments. Once you get behind it will be like a wave of work falling on top of you. If you stay caught up then you will be fine."
    - "Be wise with your time so you don't fall behind because it sucks to try and get caught up again."

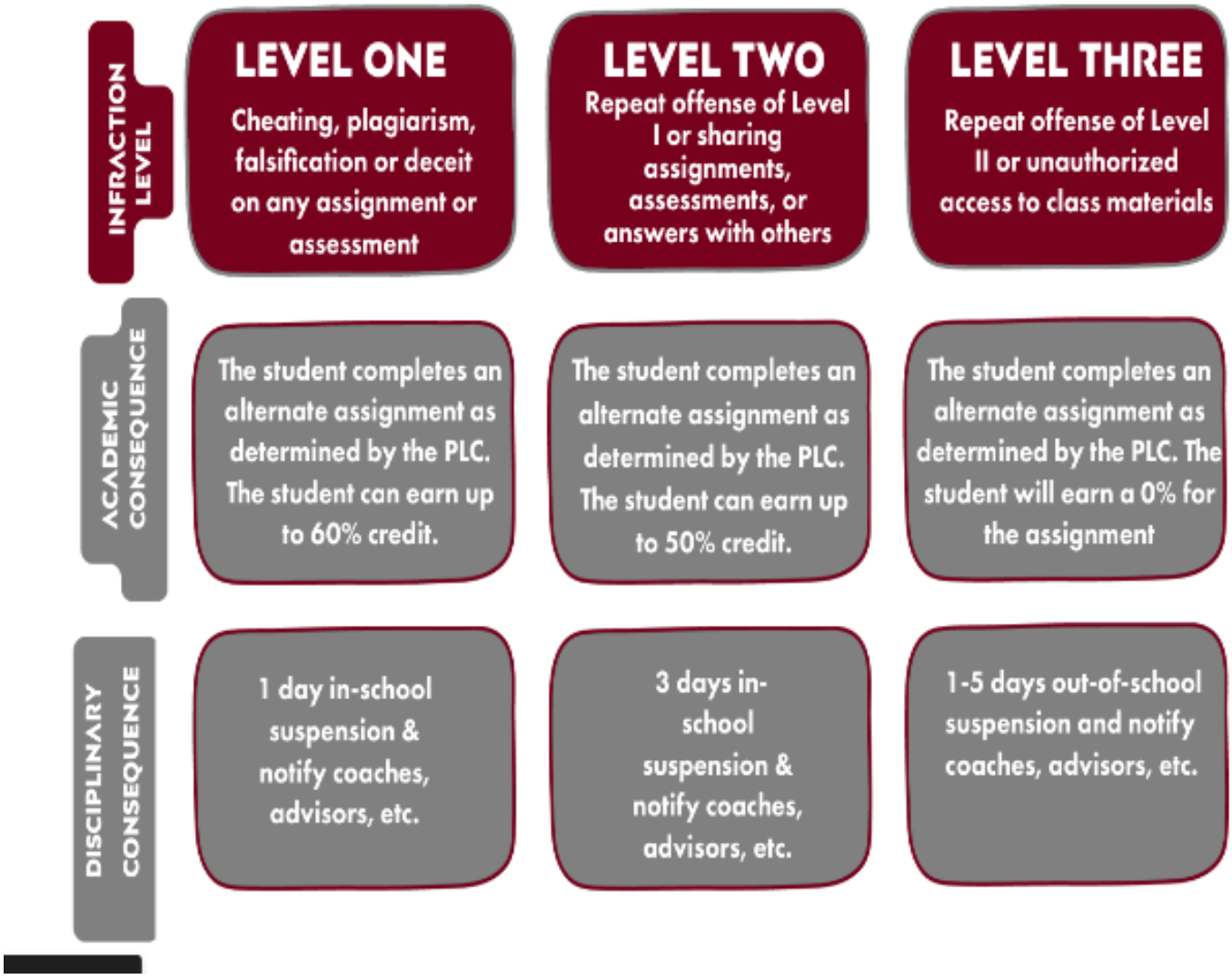
WCPSS Honor Code Policy

Student success depends greatly on authentic engagement with learning. Habits of academic dishonesty limit a students' ability to engage and learn successfully. The WCPSS Honor Code Policy (Board Policy 4130) states: "Academic honesty is essential to excellence in education and is directly related to the Board's educational objectives for students to promote integrity and self-discipline in students. As all schoolwork is a measure of student performance, academic honesty facilitates an accurate measurement of student learning.

Each student, parent, family and staff member has a responsibility to promote a culture that respects and fosters integrity and honesty. Academic integrity and honesty requires that all stakeholders share responsibility in the fulfillment of this policy. In fulfilling these responsibilities students will collaborate with their peers to foster a culture of academic integrity; refrain from participating, either directly or indirectly, in any form of cheating or plagiarism; and adhere to the honor code; parents and family will actively support the honor code by encouraging their child(ren) to foster and uphold a culture of academic integrity; and staff will establish and annually teach expectations regarding academic integrity and honesty; and promote the honor code.

Prohibited Behaviors

- Cheating: Cheating is an academic deception where a student intends in some way to receive or attempt to receive credit for work not originated by the student, to give or receive unauthorized assistance, or to give or receive an unfair advantage on any form of academic work.
- Plagiarism: Plagiarism is using passages, materials, words, ideas, and/or thoughts of someone or something else and representing them as one's own original work without properly crediting the source.
- Falsification or Deceit: Intentional acts of falsification or serious deceitful misconduct that threaten the health, safety, or welfare of others, or that cause a substantial detrimental impact on school operations or other individuals are prohibited.

Violations

- A student may receive full, partial, or no grading credit for the assignment. Depending on the seriousness of the violation, an alternative assignment may be accepted for partial credit. Violations may impact eligibility for athletic participation, honor societies, or awards. School organizations may impose their own additional consequences.