About AP

College Board's Advanced Placement® Program (AP®) enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. Through AP courses in 38 subjects, each culminating in a challenging exam, students learn to think critically, construct solid arguments, and see many sides of an issue—skills that prepare them for college and beyond. Taking AP courses demonstrates to college admission officers that students have sought the most challenging curriculum available to them, and research indicates that students who score a 3 or higher on an AP Exam typically experience greater academic success in college and are more likely to earn a college degree than non-AP students. Each AP teacher's syllabus is evaluated and approved by faculty from some of the nation's leading colleges and universities, and AP Exams are developed and scored by college faculty and experienced AP teachers. Most four-year colleges and universities in the United States grant credit, advanced placement, or both on the basis of successful AP Exam scores; more than 3,300 institutions worldwide annually receive AP scores.

AP Course Development

In an ongoing effort to maintain alignment with best practices in college-level learning, AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations.

Individual teachers are responsible for designing their own curriculum for AP courses, selecting appropriate college-level readings, assignments, and resources. This course and exam description presents the content and skills that are the focus of the corresponding college course and that appear on the AP Exam. It also organizes the content and skills into a series of units that represent a sequence found in widely adopted college textbooks and that many AP teachers have told us they follow in order to focus their instruction. The intention of this publication is to respect teachers' time and expertise by providing a roadmap that they can modify and adapt to their local priorities and preferences. Moreover, by organizing the AP course content and skills into units, the AP Program is able

to provide teachers and students with formative assessments—Personal Progress Checks—that teachers can assign throughout the year to measure student progress as they acquire content knowledge and develop skills.

Enrolling Students: Equity and Access

College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved. College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

Offering AP Courses: The AP Course Audit

The AP Program unequivocally supports the principle that each school implements its own curriculum that will enable students to develop the content understandings and skills described in the course framework.

While the unit sequence represented in this publication is optional, the AP Program does have a short list of curricular and resource requirements that must be fulfilled before a school can label a course "Advanced Placement" or "AP." Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' course materials are reviewed by college faculty. The AP Course Audit was created to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities validate courses marked "AP" on students' transcripts. This process ensures that AP teachers' courses meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses.

The AP Course Audit form is submitted by the AP teacher and the school principal (or designated administrator) to confirm awareness and understanding of the curricular and resource requirements. A syllabus or course outline, detailing how course requirements are met, is submitted by the AP teacher for review by college faculty.

Please visit **collegeboard.org/apcourseaudit** for more information to support the preparation and submission of materials for the AP Course Audit.

How the AP Program Is Developed

The scope of content for an AP course and exam is derived from an analysis of hundreds of syllabi and course offerings of colleges and universities. Using this research and data, a committee of college faculty and expert AP teachers work within the scope of the corresponding college course to articulate what students should know and be able to do upon the completion of the AP course. The resulting course framework is the heart of this course and exam description and serves as a blueprint of the content and skills that can appear on an AP Exam.

The AP Test Development Committees are responsible for developing each AP Exam, ensuring the exam questions are aligned to the course framework. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are accurate, fair, and valid, and that there is an appropriate spread of difficulty across the questions.

Committee members are selected to represent a variety of perspectives and institutions (public and private, small and large schools and colleges), and a range of gender, racial/ethnic, and regional groups. A list of each subject's current AP Test Development Committee members is available on **apcentral.collegeboard.org**.

Throughout AP course and exam development, College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement or college credit.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions and through-course performance assessments, as applicable, are scored by thousands of college faculty and expert AP teachers. Most are scored at the annual AP Reading, while a small portion is scored online. All AP Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member serves as Chief Faculty Consultant and, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions and performance assessments are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP score on a 1–5 scale.

AP Exams are **not** norm-referenced or graded on a curve. Instead, they are criterion-referenced, which means that every student who meets the criteria for an AP score of 2, 3, 4, or 5 will receive that score, no matter how many students that is. The criteria for the number of points students must earn on the AP Exam to receive scores of 3, 4, or 5—the scores that research consistently validates for credit and placement purposes—include:

- The number of points successful college students earn when their professors administer AP Exam questions to them.
- The number of points researchers have found to be predictive that an AP student will succeed when placed into a subsequent, higher-level college course.
- Achievement-level descriptions formulated by college faculty who review each AP Exam question.

Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. Frequent and regular research studies establish the validity of AP scores as follows:

AP Score	Credit Recommendation	College Grade Equivalent
5	Extremely well qualified	A
4	Well qualified	A-, B+, B
3	Qualified	B-, C+, C
2	Possibly qualified	n/a
1	No recommendation	n/a

While colleges and universities are responsible for setting their own credit and placement policies, most private colleges and universities award credit and/or advanced placement for AP scores of 3 or higher. Additionally, most states in the U.S. have adopted statewide credit policies that ensure college credit for scores of 3 or higher at public colleges and universities. To confirm a specific college's AP credit/placement policy, a search engine is available at **apstudent.org/creditpolicies**.

BECOMING AN AP READER

Each June, thousands of AP teachers and college faculty members from around the world gather for seven days in multiple locations to evaluate and score the free-response sections of the AP Exams. Ninety-eight percent of surveyed educators who took part in the AP Reading say it was a positive experience.

There are many reasons to consider becoming an AP Reader, including opportunities to:

- **Bring positive changes to the classroom:** Surveys show that the vast majority of returning AP Readers—both high school and college educators—make improvements to the way they teach or score because of their experience at the AP Reading.

- **Gain in-depth understanding of AP Exam and AP scoring standards:** AP Readers gain exposure to the quality and depth of the responses from the entire pool of AP Exam takers, and thus are better able to assess their students' work in the classroom.

- **Receive compensation:** AP Readers are compensated for their work during the Reading. Expenses, lodging, and meals are covered for Readers who travel.

- **Score from home:** AP Readers have online distributed scoring opportunities for certain subjects. Check **collegeboard.org/apreading** for details.

- **Earn Continuing Education Units (CEUs):** AP Readers earn professional development hours and CEUs that can be applied to PD requirements by states, districts, and schools.

How to Apply

Visit **collegeboard.org/apreading** for eligibility requirements and to start the application process.

About the AP World History: Modern Course

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, 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 over time. 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.

College Course Equivalent

AP World History: Modern is designed to be the equivalent of an introductory college or university survey of modern world history.

Prerequisites

There are no prerequisites for AP World History: Modern. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

Course Framework Components

Overview

This course framework provides a description of what students should know and be able to do to qualify for college credit or placement.

The course framework includes two essential components:

1 HISTORICAL THINKING SKILLS AND REASONING PROCESSES

The historical thinking skills and reasoning processes are central to the study and practice of world history. Students should practice and develop these skills and processes on a regular basis over the span of the course.

2 COURSE CONTENT

The course content is organized into commonly taught units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. This content is grounded in themes, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course.

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 c. 1450	**8–10%**
Unit 2: Networks of Exchange		**8–10%**
Unit 3: Land-Based Empires	c. 1450 to c. 1750	**12–15%**
Unit 4: Transoceanic Interconnections		**12–15%**
Unit 5: Revolutions	c. 1750 to c. 1900	**12–15%**
Unit 6: Consequences of Industrialization		**12–15%**
Unit 7: Global Conflict	c. 1900 to the present	**8–10%**
Unit 8: Cold War and Decolonization		**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.

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.

1	Developments and Processes	**4**	Contextualization
2	Sourcing and Situation	**5**	Making Connections
3	Claims and Evidence in Sources	**6**	Argumentation

THEMES
Themes spiral across units.

ENV	Humans and the Environment	**ECN**	Economic Systems
CDI	Cultural Developments and Interactions	**SIO**	Social Interactions and Organization
GOV	Governance	**TEC**	Technology and Innovation

Assess

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

UNIT 1 — The Global Tapestry
c. 1200 to c. 1450

~10–13 Class Periods | **8–10%** AP Exam Weighting

Themes	#	Topic
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

UNIT 2 — Networks of Exchange
c. 1200 to c. 1450

~10–13 Class Periods | **8–10%** AP Exam Weighting

Themes	#	Topic
ECN **4**	2.1	The Silk Roads
GOV ECN CDI **5**	2.2	The Mongol Empire and the Making of the Modern World
ECN CDI ENV **5**	2.3	Exchange in the Indian Ocean
TEC GOV **1**	2.4	Trans-Saharan Trade Routes
CDI **2**	2.5	Cultural Consequences of Connectivity
ENV **5**	2.6	Environmental Consequences of Connectivity
6	2.7	Comparison of Economic Exchange

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)

Personal Progress Check 2

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

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
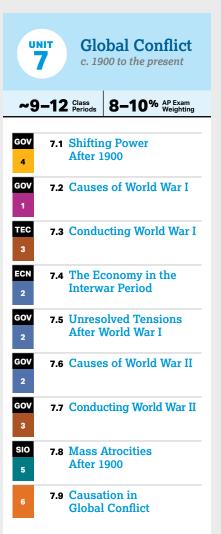**Short-answer: 2 questions**
- Primary source
- Secondary source

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)

UNIT 6 — Consequences of Industrialization
c. 1750 to c. 1900

~12–15 Class Periods | **12–15%** AP Exam Weighting

CDI **4**	**6.1**	Rationales for Imperialism from 1750 to 1900
GOV **4**	**6.2**	State Expansion from 1750 to 1900
GOV **2**	**6.3**	Indigenous Responses to State Expansion from 1750 to 1900
ENV **2**	**6.4**	Global Economic Development from 1750 to 1900
ECN **4**	**6.5**	Economic Imperialism from 1750 to 1900
ENV ECN **5**	**6.6**	Causes of Migration in an Interconnected World
SIO **5**	**6.7**	Effects of Migration
6	**6.8**	Causation in the Imperial Age

Personal Progress Check 6

Multiple-choice: ~20 questions
Short-answer: 2 questions
- No source
- Primary source

Free-response: 1 question
- Document-based (partial)

UNIT 7 — Global Conflict
c. 1900 to the present

~9–12 Class Periods | **8–10%** AP Exam Weighting

GOV **4**	**7.1**	Shifting Power After 1900
GOV **1**	**7.2**	Causes of World War I
TEC **3**	**7.3**	Conducting World War I
ECN **2**	**7.4**	The Economy in the Interwar Period
GOV **2**	**7.5**	Unresolved Tensions After World War I
GOV **2**	**7.6**	Causes of World War II
GOV **3**	**7.7**	Conducting World War II
SIO **5**	**7.8**	Mass Atrocities After 1900
6	**7.9**	Causation in Global Conflict

Personal Progress Check 7

Multiple-choice: ~25 questions
Short-answer: 2 questions
- Secondary source
- No source

Free-response: 1 question
- Document-based

UNIT 8 — Cold War and Decolonization
c. 1900 to the present

~14–17 Class Periods | **8–10%** AP Exam Weighting

GOV **4**	**8.1**	Setting the Stage for the Cold War and Decolonization
CDI **2**	**8.2**	The Cold War
GOV **5**	**8.3**	Effects of the Cold War
ECN SIO **2**	**8.4**	Spread of Communism After 1900
GOV **5**	**8.5**	Decolonization After 1900
GOV ECN **3**	**8.6**	Newly Independent States
CDI **2**	**8.7**	Global Resistance to Established Order After 1900
GOV **1**	**8.8**	End of the Cold War
6	**8.9**	Causation in the Age of the Cold War and Decolonization

Personal Progress Check 8

Multiple-choice: ~25 questions
Short-answer: 2 questions
- No source
- Primary source

Free-response: 1 question
- Document-based

UNIT 9

Globalization

c. 1900 to the present

~8–11 Class Periods | **8–10%** AP Exam Weighting

Personal Progress Check 9

Multiple-choice: ~25 questions
Short-answer: 2 questions
- Secondary source
- No source

Free-response: 1 question
- Long essay