



The guide contains the following sections and information:

Curricular Requirements	The curricular requirements are the core elements of the course. Your syllabus must provide clear evidence that each requirement is fully addressed in your course.
Scoring Components	Some curricular requirements consist of complex, multipart statements. These particular requirements are broken down into their component parts and restated as "scoring components." Reviewers will look for evidence that each scoring component is included in your course.
Evaluation Guideline(s)	These are the evaluation criteria that describe the level and type of evidence required to satisfy each scoring component.
Key Term(s)	These ensure that certain terms or expressions, within the curricular requirement or scoring component that may have multiple meanings, are clearly defined.
Samples of Evidence	For each scoring component, three separate samples of evidence are provided. These statements provide clear descriptions of what acceptable evidence should look like.



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Curricular Requirement 1

The course includes a college-level world history textbook, diverse primary sources, and multiple secondary sources written by historians or scholars interpreting the past.

Scoring Component 1a

The course includes a college-level world history textbook.

Evaluation Guideline(s)

The syllabus must cite the publication date, title, and author of a college-level world history textbook.

Key Term(s)

None at this time.

Samples of Evidence

- 1. The syllabus cites a textbook from the AP World History Example Textbook List.
- 2. The syllabus cites the following textbook: Strayer, Robert W. *Ways of the World: A Brief Global History*. Boston: Bedford/St. Martin's, 2012.
- 3. The syllabus cites the following textbooks:

Dunn, Ross E. and Laura J. Mitchell. *Panorama: A World History*. New York: McGraw-Hill, 2014.

Bentley, Jerry and Herbert Ziegler. *Traditions and Encounters: A Global Perspective on the Past.* New York: McGraw-Hill, 2011.

Stearns, Peter N., Michael Adas, Stuart B. Schwartz, and Marc J. Gilbert. *World Civilizations: The Global Experience*. New York: Pearson, 2014.





Curricular Requirement 1

The course includes a college-level world history textbook, diverse primary sources, and multiple secondary sources written by historians or scholars interpreting the past.

Scoring Component 1b

The course includes diverse primary sources, including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Evaluation Guideline(s)

The syllabus must cite specific examples of sources from each category: 1. Textual (documents), 2. Visual (images, artwork artifacts, films), 3. Maps, and 4. Quantitative (charts, tables, graphs).

Key Term(s)

Visual sources: could include artifacts, artwork, films, photographs, political cartoons, etc.

Textual sources: diaries, government reports, letters, newspapers, novels, etc.

Quantitative sources: charts, tables, or graphs made up of numerical or statistical data.

- 1. The syllabus assignments regularly include analysis of specific written documents (e.g., Hammurabi's Code), maps (e.g., map of the spread of Islam 630-750 C.E.), quantitative evidence (e.g., tables illustrating population growth in the twentieth century), and images (e.g., Mayan burial masks).
- 2. The syllabus cites the following examples of primary documents:
 - Pairing a document and image for analysis, such as Lin Zexu's "Letter to Queen Victoria" and an illustration of an opium warehouse in Macao.
 - Analyzing quantitative data about the demographic impact of the Black Death and a map of the disease's global spread.





Samples of Evidence (continued)

3. While studying nationalism and imperialism, students read and analyze Jules Ferry's *Speech before* the French National Assembly and images and prints of British Raj advertisements found in Alfred Andrea and James Overfield (eds.) The Human Record: The Sources of Global History (Boston: Wadsworth, 2015). In addition, students analyze specific graphs, tables, and maps in Robert Strayer's Ways of the World (Boston: Bedford, 2015).





Curricular Requirement 1

The course includes a college-level world history textbook, diverse primary sources, and multiple secondary sources written by historians or scholars interpreting the past.

Scoring Component 1c

The course includes multiple secondary sources written by historians or scholars interpreting the past.

Evaluation Guideline(s)

The syllabus must include at least two secondary sources beyond the course textbook.

The syllabus must cite the title and author of each source.

Key Term(s)

Secondary source: an analytical account of the past, written after the event, and used to provide insight into the past.

Scholar: an interpreter of the past who is not necessarily a historian (e.g., art historians, economists, political scientists, and sociologists).

- 1. The list of required texts at the beginning of the syllabus cites several monographs of original historical scholarship such as:
 - Hansen, Valerie. *The Open Empire: A History of China to 1800*. New York: W. W. Norton & Company, 2000.
 - McNeill, J. R. *Mosquito Empire: Ecology and War in the Greater Caribbean 1620-1900*. Cambridge: Cambridge University Press, 2010.
 - Wright, David. *The World and a Very Small Place in Africa: A History of Globalization in Niumi, the Gambia*. London: Routledge, 2010.
 - Shaffer, L. "Southernization." *Journal of World History* 5, no. 1 (Spring 1994): 1-21.





Samples of Evidence

(continued)

- 2. The syllabus includes a packet of historiographic material that cites the following articles:
 - Bentley, Jerry H. "Sea and Ocean Basins as Frameworks of Historical Analysis." *Geographical Review* 89, no. 2 (April 1999): 215–224.
 - Coclanis, Peter A. "Beyond Atlantic History." *Atlantic History: A Critical Approach*, edited by Jack Greene and Philip Morgan. Oxford: Oxford University Press, 2009.
- 3. Throughout the course outline, relevant works of original historical scholarship (secondary sources) are cited such as the following articles from the *Journal of World History*, which are all available online:
 - Barendse, R. J. "Trade and State in the Arabian Seas: A Survey from the Fifteenth to the Eighteenth Century." *Journal of World History* 11, no. 2 (Fall 2000): 173–225.
 - Flynn, Dennis O. and Arturo Giráldez. "Cycles of Silver: Global Economic Unity through the Mid-Eighteenth Century." *Journal of World History* 13, no. 2 (Fall 2002): 391-427.
 - Gaynor, Jennifer. "Ages of Sail, Ocean Basins, and Southeast Asia." *Journal of World History* 24, no. 2 (June 2013): 309-333.
 - Xinru, Liu. "Silks and Religions in Eurasia, c. A.D. 600-1200." *Journal of World History* 6, no. 1 (Spring 1995): 25-48.





Each of the course historical periods receives explicit attention.

Evaluation Guideline(s)

The syllabus must show explicit evidence of instruction in all six periods extending from c. 8000 B.C.E. into the twenty-first century.

Key Term(s)

None at this time.

- 1. At the beginning of the syllabus, a description of the course defines each unit by chronological spans that encompass all six periods.
- 2. The course schedule in the syllabus defines each unit chronologically, thus demonstrating that the course covers the entire chronological span.
- 3. The syllabus is organized by periods and clearly indicates readings and assignments that extend from c. 8000 B.C.E. into the present day.





Students are provided opportunities to investigate key and supporting concepts through the indepth study and application of specific historical evidence or examples.

Evaluation Guideline(s)

The syllabus must describe at least one assignment or activity in which students explore or investigate specific examples of historical events or developments in depth in order to illustrate key or supporting concepts. These examples could be drawn from the illustrative examples in the *AP World History Course and Exam Description*.

Key Term(s)

None at this time.

- 1. In a group activity, students weigh the relative agency of specific ideas (such as representative government), individuals (such as Simon Bolivar), and social groups (such as the creoles) in determining the outcomes of the Atlantic Revolutions.
- 2. In a writing assignment, students address the means by which the Persian Empire expanded and consolidated power by providing at least one example from the Achaemenid, Parthian, and Sassanid Dynasties.
- 3. In a graphic organizer, students identify the specific diseases, flora, and fauna associated with the Columbian Exchange in both the Atlantic and Pacific contexts.



Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Evaluation Guideline(s)

The syllabus must include five student assignments or activities, each of which is related to one of the five themes.

Each activity or assignment must be labeled with a specific learning objective.

Key Term(s)

Learning objective: a description of what students should know and be able to do by the end of the course as articulated in the *AP World History Course and Exam Description* and organized according to the five course themes.

- 1. Student assessments are connected explicitly to each of the five AP World History themes and appropriate learning objectives. For instance:
 - Theme 1 Students correctly list four effects of the earliest human transition to agriculture on the environment around villages and urban centers in Mesopotamia and Indus river-valley societies. (ENV-1)
 - Theme 2 Students investigate connections between trade routes and the spread of religion by writing on the influences of Islam in one sub-Saharan trading state, such as Mali. (CUL-1)
 - Theme 3 Students write an essay analyzing the impact of gunpowder and firearms on the formation and organization of empires in the early modern period. (SB-2)
 - Theme 4 Students debate the most important technological causes of industrialization in the nineteenth century. (ECON-1)
 - Theme 5 Students select and share visual sources showing the changes in women's roles from 1900 C.E. to the present. (SOC-3, 5)





Samples of Evidence (continued)

- 2. Student activities explore a specific learning objective associated with each of the five themes at relevant points in the schedule. For instance:
 - After conducting a gallery walk activity, students analyze the various environmental consequences of industrialization. (ENV-5)
 - Through the use of a Venn diagram, students explore how both Hinduism and Islam informed the development of Sikhism. (CUL-1)
 - With a graphic organizer, students compare the structures and practices of governance in the Aztec and Inca empires. (SB-1)
 - In a mapping exercise, students locate the movement of goods and commodities along the major trade routes of Afro-Eurasia between 600 B.C.E. and 600 C.E. (ECON-7)
 - In a scored and structured discussion, students debate the extent of patriarchy in pastoral and agricultural societies before 600 C.E. (SOC-5)
- 3. Student activities and assignments examine the five themes and learning objectives across periods.
 - **THEME 1** Students annotate two maps showing the effects of crop diffusion across Africa in period 3 and period 4. [ENV-3, 5]
 - **THEME 2** Students will select and present images of art from periods 4 and 6 that illustrate how and why political elites defined and sponsored art. [CUL-5]
 - **THEME 3** Students create a poster that compares the impact of two revolutions on state building over time, choosing specific examples from periods 5 and 6. [SB-4]
 - **THEME 4** In small groups, organized by time period, students identify economic strategies of different states or empires in one time period. Groups present their findings to the whole class. [ECON-2]
 - **THEME 5** Students create charts showing the positive and negative effects of four major belief systems on gender roles across multiple time periods. [SOC-2]





The course provides balanced global coverage, with Africa, the Americas, Asia, Oceania, and Europe all represented. No more than 20 percent of course time is devoted to European history.

— Geographic Coverage

Scoring Component 5a

The syllabus must show explicit coverage of Africa in more than one unit of the course.

Evaluation Guideline(s)

The syllabus must show explicit coverage of Africa in more than one unit of the course.

Key Term(s)

None at this time.

- 1. The syllabus covers specific regions of Africa as case studies in various global processes (e.g., Mali as an example of religious diversity in Islam; Kenya as an example of decolonization).
- 2. The syllabus includes common world history topics associated with Africa such as:
 - Bantu migrations
 - The spread of Islam to West and East Africa
 - The development of states and other polities in West Africa
 - The spread of Christianity to Ethiopia
 - Indian Ocean trade with East Africans
 - The Atlantic slave trade
 - Imperialism in Africa
 - Decolonization
 - Cold War proxy wars





Samples of Evidence

(continued)

- 3. The syllabus addresses Africa in two or more of the chronological units. For instance:
 - Students engage in class discussion of imperialism in Africa for the period 1750-1900.
 - In examining decolonization in the period 1900-present, the course emphasizes case studies in Africa.





The course provides balanced global coverage, with Africa, the Americas, Asia, Oceania, and Europe all represented. No more than 20 percent of course time is devoted to European history.

— Geographic Coverage

Scoring Component 5b

The syllabus must show explicit coverage of the Americas in more than one unit of the course.

Evaluation Guideline(s)

The syllabus must show explicit coverage of the Americas in more than one unit of the course.

Key Term(s)

None at this time.

- 1. The syllabus includes the Americas both before and after European conquest.
- 2. The syllabus addresses common world history topics associated with the Americas such as:
 - The development of agriculture
 - The development of states and polities before 1400 C.E.
 - The Columbian Exchange
 - Atlantic Revolutions
 - The development of the USA
 - Proxy wars
 - Communism in Cuba
- 3. In addressing broad historical themes such as empire building, revolutions, and political systems, students contrast events in Latin America with those in other parts of the world in various chronological units in the course.





The course provides balanced global coverage, with Africa, the Americas, Asia, Oceania, and Europe all represented. No more than 20 percent of course time is devoted to European history.

— Geographic Coverage

Scoring Component 5c

The syllabus must show explicit coverage of Asia in more than one unit of the course.

Evaluation Guideline(s)

The syllabus must show explicit coverage of Asia in more than one unit of the course.

Key Term(s)

None at this time.

- 1. The syllabus returns to specific parts of Asia periodically throughout the course to highlight continuities and change over time.
- 2. The syllabus regularly addresses Asia in order to trace broad historical themes. For instance:
 - The development and interaction of belief systems
 - The development of empires
 - Capitalism and socialism
 - Gender roles and social structures
- 3. The syllabus schedule addresses Asia in each of the chronological units. For instance:
 - Early Chinese civilization in the foundations period
 - The spread of Islam in the period 600-1450
 - Early modern Muslim empires in the period 1450-1750





Samples of Evidence

(continued)

- The decline of Imperial China and rise of Imperial Japan in the period 1750-1900
- The development of Communism in the period 1900 to the present





The course provides balanced global coverage, with Africa, the Americas, Asia, Oceania, and Europe all represented. No more than 20 percent of course time is devoted to European history.

— Geographic Coverage

Scoring Component 5d

The syllabus must show explicit coverage of Oceania in more than one unit of the course.

Evaluation Guideline(s)

The syllabus must show explicit coverage of Oceania in more than one unit of the course.

Key Term(s)

Oceania: includes Australasia (Australia and surrounding islands, New Zealand, New Guinea), Polynesia (including Hawaii), and the islands of Micronesia and Melanesia.

- 1. The syllabus includes coverage of Oceania for such topics as the following:
 - Migration patterns
 - European exploration
 - Artistic influences
 - Global conflicts like World War II
- 2. The syllabus includes activities for separate units of the course, in which students examine such issues as Pacific migrations and the role of Oceania in World War II.
- 3. The syllabus uses examples from Oceania to illustrate the following global themes:
 - Native religions
 - Colonialism





The course provides balanced global coverage, with Africa, the Americas, Asia, Oceania, and Europe all represented. No more than 20 percent of course time is devoted to European history.

— Geographic Coverage

Scoring Component 5e

Europe must be specifically addressed in more than one unit of the course, but no more than 20 percent of course time is devoted specifically to European history.

Evaluation Guideline(s)

Europe must be specifically addressed in more than one unit of the course, but no more than 20 percent of course time is devoted specifically to European history.

Key Term(s)

None at this time.

- 1. The syllabus demonstrates that European developments are tied to global processes. For example, students examine industrialization comparatively and evaluate it in terms of its impact around the globe.
- 2. Throughout the course, students compare and contrast major European themes with similar themes in other regions. For example, they compare the French Revolution to Latin American revolutions.
- 3. When examining European imperialism, the syllabus pays careful attention to the mutual influences between European and native societies.





Students are provided opportunities to analyze primary sources and explain the significance of an author's point of view, author's purpose, audience, and historical context. — Analyzing Primary Sources

Evaluation Guideline(s)

The syllabus must describe at least one assignment or activity in which students analyze a primary source for all of the following features: author's point of view, author's purpose, audience, and historical context.

The syllabus must cite or describe the primary source used for the assignment or activity. The source can be a text or visual.

Key Term(s)

Visual sources: could include artwork, artifacts, films, political cartoons, photographs, etc.

Samples of Evidence

1. When primary sources are used in the course, the syllabus cites the source and shows the specific skills students are analyzing.

Students discuss the significance of the author's intended audience, purpose, historical context, and point of view in analyzing Einhard's *The Life of Charlemagne* (c. 820).

- 2. The syllabus includes a session in which students learn how to analyze all primary sources, assessing them for intended audience, historical context, purpose, and author's point of view. The specific sources used in the session are also cited by author/artist, title of work, and original date of creation.
- 3. The syllabus states, "Students analyze different documents from the Crusades and assess their reliability by analyzing the author's point of view and purpose, audience, and historical context."





Students are provided opportunities to analyze and evaluate diverse historical interpretations. — Analyzing Secondary Sources

Evaluation Guideline(s)

The syllabus must include at least one assignment or activity in which students analyze the interpretation of at least two secondary sources beyond the textbook. This must be accomplished in one comparative assignment or activity.

The syllabus must cite the sources used for the assignment or activity.

Key Term(s)

None at this time.

- 1. At relevant points in the course, the course outline shows how students compare and analyze interpretations in specifically cited books or articles by historians. The following examples appear in the syllabus:
 - In week 3, students assess the arguments on the role of geography in historical development put forth by Jared Diamond in *Guns, Germs, and Steel: The Fates of Human Societies* (New York: W. W. Norton Company, 1999), and critiqued by J. R. McNeill in "The World According to Jared Diamond," *The History Teacher* 34, no. 2 (February 2001).
 - In week 10, students assess John Thornton's arguments about African agency in the Atlantic world in Chapter 6 of *Africa and Africans in the Making of the Atlantic World, 1400-1800* (Cambridge: Cambridge University Press, 1998). They compare Thornton's approach with Robin Blackburn's more European focus in *The Making of New World Slavery: From the Baroque to the Modern, 1492-1800* (London: Verso, 2010).
- 2. Students read the following articles and essays and evaluate and compare their perspectives on the origins and character of world history:
 - Bentley, Jerry. "Sea and Ocean Basins as Frameworks of Historical Analysis." *Geographical Review* 89, no. 2 (April 1999): 215-224.





Samples of Evidence (continued)

- Coclanis, Peter A. "Beyond Atlantic History." *Atlantic History: A Critical Approach*, edited by Jack Greene and Philip Morgan. Oxford: Oxford University Press, 2009.
- Manning, Patrick. *Navigating World History: Historians Create a Global Past*. New York: Palgrave Macmillan, 2003.
- 3. The syllabus states that students analyze the different interpretations of the rise of the West using Ken Pomeranz's *The Great Divergence* (Princeton, NJ: Princeton University Press, 2000) and Jack Goldstone's *Why Europe? The Rise of the West in World History* (New York: McGraw Hill Education, 2008).





Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

Evaluation Guideline(s)

The syllabus must describe at least one assignment or activity in which students compare related historical developments and processes across regions, periods, or societies (or within one society).

Key Term(s)

Societies: examples could include groups based on nationality, religion, gender, ethnicity, social class, political ideology, etc.

- 1. Students write comparative essays that compare and contrast similar events such as revolutions in two different historical and cultural contexts (e.g., China and Russia).
- 2. Students write essays comparing such developments as the effects of the Columbian Exchange in various parts of the world.
- 3. Students compare social hierarchies (estates, castes, classes) throughout the course by compiling a list of differences and similarities across cultures and periods.





Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred. — Contextualization

Evaluation Guideline(s)

The syllabus must describe at least one assignment or activity in which students situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred.

Key Term(s)

None at this time.

- 1. After reading *A Short Account of the Destruction of the Indies* by Bartolomé de las Casas (originally published in 1552), students consider in a short written response how it both reflected and was shaped by historical context (the political and cultural circumstances of its time).
- 2. In a writing assignment, students analyze the Cold War within the context of decolonization and postcolonial state building.
- 3. In a graded discussion seminar, students explore various ways in which the practice of Islam was affected by the geographic, cultural, and social contexts of sub-Saharan Africa from 700 to 1400 C.E.





Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation

Evaluation Guideline(s)

The syllabus must describe at least one assignment or activity that explicitly addresses both cause and effect.

Key Term(s)

None at this time.

- 1. Students write essays with prompts that call for analysis of both cause and effect. For example, "Analyze the causes and effects of the Opium War in China. Provide evidence for your conclusions."
- 2. Students evaluate the causes and effects of the decline of the Roman, Han, and Gupta empires in a graded discussion.
- 3. Throughout Period Six, students compile a chart of long- and short-term causes and effects of the two world wars. They then submit written analyses of the causes and effects they deem most important and discuss their findings in class.





Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time

Evaluation Guideline(s)

The syllabus must describe at least one assignment or activity in which students identify historical patterns of continuity and change within one time period or across multiple time periods, relating these patterns to a larger historical process.

Key Term(s)

None at this time.

- 1. Students write essays examining patterns of continuity and change over time on trade and cultural influences along the silk roads between 600 C.E. and 1750 C.E.
- 2. Students trace the continuities and changes in long distance trade between 1450 and 1750 in a graphic organizer.
- 3. In a group discussion, students assess and identify patterns of continuity and change in colonial expansion during the early modern period on a global scale.





Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis). — Argument Development

Evaluation Guideline(s)

The syllabus must describe an assignment or activity in which students focus on developing a historically defensible and evaluative claim (thesis) based on evidence.

Key Term(s)

None at this time.

- 1. After writing an individual thesis statement, students will join a group to write one collective thesis statement for a continuity and change essay on the use of technology and tools in Period 1. The group will then identify evidence that will be used in the body paragraphs to answer the question. Each group member will then write one body paragraph before collectively writing a conclusion.
- 2. While building skills that will help them answer DBQs, students practice writing thesis statements and selecting primary source excerpts to support an argument. Thesis statements and the use of evidence are refined in peer group discussions.
- 3. Working initially with a compare/contrast graphic organizer, students identify evidence from the textbook that demonstrates similarities and differences in the impact of the Colombian Exchange upon Africa and Asia. From the evidence in the graphic organizer, students create a thesis-driven essay.





Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternative evidence could be used to support, qualify, or modify the argument. — Argument Development

Evaluation Guideline(s)

The syllabus must describe at least two essay assignments in which students develop and substantiate an argument using historical reasoning, considering ways diverse or alternative evidence could be used to support, qualify, or modify the argument.

Key Term(s)

None at this time.

- 1. Throughout the course, students build their skills in argumentation in successive assignments. For example:
 - Drafting and discussing thesis statements based upon reading of primary sources.
 - Writing paragraphs that draw upon evidence from primary sources to support their thesis statements.
 - Submitting two completed essays that include a thesis, a sustained and cohesive argument supported by historical evidence, and a thoughtful conclusion.
- 2. Students practice writing long essay questions in the style of the AP exam. For example, the syllabus states that students will write a periodization essay arguing whether or not the period 1200-1450 C.E. should be labeled as the era of the Mongols. Another causation essay asks students to analyze the causes and effects of nineteenth-century imperialism.
- 3. The syllabus includes the following essay assignments that ask students to support a thesis with historical evidence:





Samples of Evidence (continued)

- Students write an essay in which they argue for or against Columbus as a national hero. They draw upon primary sources such as Columbus's letters, and secondary sources such as an excerpt of Kirkpatrick Sale's *The Conquest of Paradise* found in Kevin Reilly's *Worlds of History* (Boston: Bedford/St. Martin's, 2013).
- Students write an essay analyzing the role of technology in global history, drawing upon evidence from their textbook to argue for three major turning points caused by technological change.

