**Advanced Placement World History: Modern**

*Instructor:* Mr. Patrick Rabulan, prabulan@coheaedu.com

**2025 – 2026**

**COURSE OVERVIEW**

In AP World History: Modern, students investigate significant events, individuals, developments, and processes in from 1200 CE to the present. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: human and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

This course prepares students for the demands of a college education by providing experience in college level reading, writing and responsibility for learning. The course is an opportunity for students to earn college credits during their time in high school. Course curriculum, materials and expectations are designed to prepare students for success in the AP exam in May.

**COURSE OBJECTIVES**

Throughout this course, students develop and use the same skills, practices, and methods employed by historians, such as the abilities to:

* Identify and explain historical developments and processes;
* Analyze primary and secondary sources and arguments within them;
* Analyze the context of historical events, developments and processes;
* Analyze patterns and connections among historical, events, developments, and processes through historical reasoning processes; and
* Develop historically defensible arguments.

**COURSE MATERIALS**

**Primary Textbook.** Janis, J., Lasher, D. B., Porte-Lewis, A. L. Lewis, K., Oleson, J., Sakole, T. J., & Webb, C. (2020). *AMSCO Advanced Placement World History: Modern [1200 – Present].*  Des Moines, IA: Perfection Learning.

Textbooks and any other supplemental in-class materials will be provided by the school and/or the course instructor.Students are encouraged to purchase test preparation books for this course but are not required for in-class participation and activities. **Students must purchase the test preparation guide(s) and associated materials independently.**

**COURSE MATERIALS**

* One (1) 3-ring binder, at least 1 inches
* Ten (10) dividers, one for each unit of study and essay writing practice
* Blue and/or black pens and pencils

**COURSE REQUIREMENTS**

**Course Agreement.** Students must read the syllabus carefully and complete the Course Agreement attached as the last page of this syllabus. This agreement verifies that students understand the terms of the course and pledge their compliance with course policies and requirements. Every student taking this course is **REQUIRED** to turn in the **signed** Course Agreement by the **end of the first week of classes**.

Students who fail to review, sign, and return this form to the instructor by the **end of the second week of classes** will **NOT** be given access to any of their course requirement grades.

Furthermore, this course will provide a variety of online and in-class opportunities for the student to demonstrate his/her understanding and application of the material presented, track his/her academic progress, and assess his/her level of preparedness for the AP exam near the end of the course. Specific assignment expectations and rubrics regarding these assignments will be provided in a timely fashion to guide students in the completion of this work. These opportunities are as follows:

**Tests.** To prepare for the AP Exam and promote familiarity with the test format, tests will be administered as close as possible to this format, specifically including a multiple-choice portion and an essay portion using questions similar to the Free-Response Question portion.

**Quizzes.**Quizzes will be given regularly to help students retain information regarding world regions and course-specific vocabulary and how they relate to concepts they have learned in recent classes.

**Unit Assignments***.* As a practical complement to in-class instruction, classwork assignments and activities will be given to studentsas real-timeapplication and reinforcement of the concepts being discussed.

**Individual and Group Projects.** Projects promoting individual and cooperative investigation of historical events, developments, and processes will be given to students to promote deeper engagement with the course material and skills.

**Grading Policy.** This course follows COHEA’s school-wide grading policy, as follows:

|  |  |
| --- | --- |
| **Grading Scale** | **Weight Distribution** |
| **Letter Grade** | **Percentage Points** | **Course Requirement** | **Percent of Final Grade** |
| A | 100.00-90.00% | Tests | 30% |
| B | 89.99-80.00% | Quizzes | 25% |
| C | 79.99-70.00% | Projects | 20% |
| D | 69.99-60.00% | Classwork | 20% |
| F | 59.99-0% | Homework | 5% |

**Spelling, Grammar, and Format on Written Assignments.** All written assignments for this course will follow the spelling and grammatical conventions of standard American English. Poor grammar, disorganized sentence structure, and careless spelling will all have an adverse effect on your grade. **Proofread all documents before turning them in.**

**COURSE POLICIES**

**Attendance.** Roll call will be called at the beginning of each class. If the student is not present when the instructor takes attendance for any reason (e.g. late arrival, early dismissal, or left momentarily out of classroom), an absence will be recorded. Corrections to the roll will not be made at a later date.

***Late Arrivals.*** In the event a student arrives after roll call has been taken, the instructor must be advised so that attendance for that class meeting is recorded. Students **must present a written and signed pass from the delaying teacher or administrator to be let into class or will be sent back to retrieve one.** Late arrivals with valid passes will be recorded as an excused tardy.

***Excused and Unexcused Absences.*** An excused absence does not leave students exempt from completing assignments. If students miss class and present their instructor with proof of an excused absence from the school, students will have three (3) days to complete missed assignments. In the gradebook, these assignments will be marked with a “Z.” **If students fail to turn in these assignments after the grace period, the grade for the assignment will remain a “Z.”**

**Academic Integrity and Honesty.** Every student must respect the right of all to have an equitable opportunity to learn and honestly demonstrate the quality of his or her learning. Therefore, all students must adhere to a standard of academic conduct, demonstrating respect for themselves, their fellow students, and the educational missions of the City of Hialeah Educational Academy and Miami-Dade County Public Schools (MDCPS). This course and all students adheres to the MDCPS’s Code of Student Conduct. The policy and procedures regarding academic integrity can be found at: <http://ehandbooks.dadeschools.net/policies/90/>.

***Plagiarism.*** As a student taking this course, you agree to

* not represent someone else’s work as your own,
* not cheat or aid in another’s cheating,
* be honest in your academic endeavors, and
* remain subject to the academic misconduct procedures and sanctions as outlined in the Code of Student Conduct if you are found responsible for academic misconduct.

***Use of Generative Artificial Intelligence Programs[[1]](#footnote-1).*** You may use AI programs (e.g. ChatGPT) to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

**You may not submit any work generated by an AI program as your own.** If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).

As aforementioned, any plagiarism or other form of cheating will be dealt with severely under relevant COHEA and MDCPS policies.

**In-Class Conduct.** For the benefit of the relationship of individual students, the class as a whole, and their instructor, a classroom culture based on shared positive values (i.e. kindness, pursuit of excellence, respect, responsibility, honesty, and cooperation) will be an integral part of the learning environment and experience.

It is expected that interactive learning and teaching will enrich the learning experience of all students, and that each student will work in partnership with the instructor to create a positive learning experience for all. Students’ attendance and engagement are a necessary condition for an effective learning experience; everyone is expected to be a positive contributor to the class learning community. This includes, but is not limited to the following:

* contributions to debate and discussion (when appropriate),
* positive interactive learning with others, and an
* enthusiastic attitude towards inquiry.

***Class Discussions and Debates.*** Make sure to treat your classmates with respect in terms of their privacy and their opinions. Keep it polite and maintain all discussions in the context of a classroom where we are all learning from each other and help each other achieve a positive and valuable learning experience. While you should feel free to express your opinions and participate in class discussions, it is a good idea to think first about the consequences before expressing your thoughts.

***Language Usage.*** When addressing other students or your instructor in class, students must use proper language and titles when necessary. No slang, foul, or inappropriate language will be allowed out of context within class discussion, even if they are words you consider “not so bad,” as they may sound offensive to a classmate and/or the instructor.

***Class Demeanor.* Disrespectful, disruptive, or inappropriate behavior will not be tolerated.** The instructor will make the final decision of what behavior is inappropriate. The instructor is also in the position to select the best course of action in instances of inappropriate student behavior.

***Use of Technology.*** Students **will not be allowed** to have their cell phones present for the duration of instructional time. Cell phones must be kept out of sight in your backpack or pocket. You may also choose to charge your phone in the **Cell Phone Parking Lot,** accessible before or after class. School-provided devices will be available for lessons requiring the academic use of technology. Students who use their devices during instructional time will have them **confiscated** by the instructor.

Furthermore,this class uses several communications and learning platforms (e.g. Google Classroom, Remind, AP Classroom), which all provide safe ways for your instructor and yourself to connect, share content, access homework, participate in discussions, manage due dates, and receive class information.

Unlike other social networks such as Facebook and Twitter, these networks are tools **strictly for educational purposes** and your instructor will be enforcing the following guidelines:

1. Students will be required to use appropriate grammar instead of texting language.
2. These sites will be used to discuss school-related content only, and the teacher will monitor all activity across all networks.
3. No put-downs or sarcasm toward another’s ideas. All school rules and consequences related to harassment apply.

Students who violate the guidelines above may face disciplinary action and/or face losing the privilege of using these digital platforms.

**Permission to View Film and Video; Media Consumption**

Occasionally, films and/or videos are used in the classroom in order to illustrate a particular concept or historical development related to the curriculum. I am notifying you that we will be watching a film/video in class with a rating **above the MPAA rating of G**. The following is a list of films that we will be viewing throughout the year:

1. ***The King***(2019; R): The movie will be viewed as an analysis of 21st-cenury depictions of the European Middle Ages, focusing on the balance between creative license and historical accuracy.

**INSTRUCTIONAL STANDARDS**

* **SS.912.W.2.10:** Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
* **SS.912.W.2.14:** Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.
1. ***Amistad*** (1997; R): The movie will be viewed as an analysis of the transatlantic slave trade, specifically focusing on the abusive treatment of African slaves at the hands of European slave traders and conquistadores.

**INSTRUCTIONAL STANDARDS**

* **SS.912.W.4.14:** Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
* **SS.912.W.4.15:** Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
1. ***1917*** (2019; R): The movie will be viewed as an analysis of 21st-century historical-fictional depictions of World War I, focusing on the psychological, ethical-moral, and philosophical issues underlying modern combat during the 20th century.

**INSTRUCTIONAL STANDARDS**

* **SS.912.W.7.2:** Describe the changing nature of warfare during World War I.
* **SS.912.W.7.3:** Summarize significant effects of World War I.
1. ***Life is Beautiful*** (1998; PG-13): The movie will be viewed as an analysis of post-WWII historical-fictional depictions of World War II, focusing specifically on the Holocaust.

**INSTRUCTIONAL STANDARDS**

* **SS.912.W.7.8:** Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
1. **The History of the World in Six Glasses** (Standage, 2006): This book details the rise of the consumption of six beverages that also represent six eras that span the course of civilization―from the adoption of agriculture, to the birth of cities, to the advent of globalization. This book does talk extensively about the history of alcoholic beverages, but does not endorse any consumption of them.

**INSTRUCTIONAL STANDARDS (AP World History: Modern)**

* **Unit 1: Learning Objective F:** Explain the effects of intellectual innovation in Dar al-Islam.
* **Unit 1: Learning Objective K:** Explain how the beliefs and practices of the predominant religions in Europe affected European society.
* **Unit 4: Learning Objective I:** Explain the continuities and changes in networks of exchange from 1450 to 1750.
* **Unit 5: Learning Objective A:** Explain the intellectual and ideological context in which revolutions swept the Atlantic world from 1750 to 1900.
* **Unit 6: Learning Objective E:** Explain how various economic factors contributed to the development of the global economy from 1750 to 1900.
* **Unit 9: Learning Objective F**: Explain how and why globalization changed culture over time.

***PARENTS must check the following boxes and sign their names to indicate agreement.***

* I acknowledge that my child has received and reviewed the **Permission to View Film and Video** document.
* I have read and reviewed the form with my child.

***PARENTS must check only ONE of the following boxes and sign their names to indicate agreement.***

* **YES,** I give my child permission to view curriculum and school-appropriate films and videos related to classroom content and subjects. I understand that I may change my permission at any time regarding these films and that alternate learning experiences will be provided for my child while the movie is being watched.

**OR**

* **NO,** I do not give my child permission to view curriculum and school-appropriate films and videos mentioned in this document. I understand alternate learning experiences will be provided for my child while the movie is being watched.

**Print Name of Parent:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signature of Parent:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Syllabus Agreement Form**

***STUDENTS must check the following boxes and sign their names to indicate agreement.***

* I acknowledge that I have received and reviewed the course syllabus for

Advanced Placement (AP) World History: Modern,

Period \_\_\_\_\_, with Mr. Patrick Rabulan (instructor) for the

2025 – 2026 school year.

* I have read the syllabus (either on paper or online), and I understand the classroom policies, instructor’s expectations, and rules as stated in the syllabus for this course. If I have any questions or concerns, I will contact the instructor for further explanation.
* I understand that I am responsible to complete all homework assignments, quizzes/in-class assignments, and projects as communicated in the syllabus and further instructor notification.
* I agree to be prepared for and attend class each day and on each scheduled test day.

**Print Name of Student:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signature of Student:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***PARENTS must check the following boxes and sign their names to indicate agreement.***

* I acknowledge that my child has received and reviewed the course syllabus for the course details stated above.
* I have read and reviewed the syllabus (either on paper or online) with my child, and
* I understand the classroom policies, instructor’s expectations, and rules as stated in my child’s syllabus for this course.
* If I have any questions or concerns, I will contact the instructor for further explanation.
* I understand that my child is responsible to complete all homework assignments, quizzes/in-class assignments, and projects as communicated in the syllabus and further instructor notification.

**Print Name of Parent:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signature of Parent:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Syllabus Scavenger Hunt**

**INSTRUCTIONS:** Read the questions below and answer them using what you see around the room and read in the syllabus. You may work in groups or individually. **Be specific with your answers.** The first group or individual will unlock the treasure!

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| --- | --- | --- |
| **1** | **What is the combined grading weight of tests, quizzes, and projects in my class?** |  |
| **2** | **Where can you find the work if you have missed a class?** |  |
| **3** | **Where can I charge my phone in class?** |  |
| **4** | **What is my cell phone policy?** |  |
| **5** | **What time period will we be studying? (Provide the exact years, earliest to latest.)** |  |
| **6** | **How and where can work be submitted?** |  |
| **7** | **Where can you find a pencil or blue pen to borrow?** |  |
| **8** | **What apps can you use to message me?** |  |
| **9** | **If you are late from another class, what must you bring me?** |  |
| **10** | **What is my AI policy?** |  |

1. Taken from Holly Fernandez Lynch’s syllabus at the University of Pennsylvania. [↑](#footnote-ref-1)