

## Syllabus Development Guide: AP World History

**To the AP teacher:** Please take full advantage of this guide. It is designed to support you as you develop your syllabus for the AP Course Audit. The guide contains the following sections and information:

<b>Curricular Requirements</b>	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.	<b>Important Considerations</b>	Aligned with the Evaluation Guidelines, these statements provide advice on the type of evidence your syllabus should include.
<b>Scoring Components</b>	Some curricular requirements consist of complex, multi-part 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.	<b>Reference</b>	As appropriate, references to specific sections of the official AP Course Description or other pertinent publications are included here.
<b>Key Terms</b>	To ensure the clarity of certain terms or expressions that may have multiple meanings, each of these terms is clearly defined.	<b>Samples of Evidence</b>	For each scoring component, three separate samples of evidence are provided. These statements provide either verbatim samples from actual authorized syllabi or clear descriptions of what acceptable evidence should look like.
<b>Evaluation Guidelines</b>	These are the exact guidelines used by reviewers as they evaluate the evidence in your syllabus. Use these to interpret any requirement you may find ambiguous.		

Curricular Requirements	Scoring Components, Key Terms, Evaluation Guidelines, Important Considerations, References and Samples of Evidence			
<p><b>Curricular Requirement 1:</b> Periodization guidelines are used to select relevant course content from 8000 B.C.E. to the present.</p>	<b>Scoring Component 1*:</b> Periodization guidelines are used to select relevant course content from 8000 B.C.E. to the present.			
	<b>*Note Each Curricular Requirement may be subdivided into two or more distinct Scoring Components.</b>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p><b>Periodization guidelines:</b> The AP World History periodization is stated under “Chronological Boundaries of the Course” on page four of the AP World History Course Description.</p>	<p>The syllabus must demonstrate evidence of periodization either in the description of the course or course schedule. It is not necessary for evidence of periodization to match that outlined in the AP World History Course Description as long as some method of periodization structures the course and the entire scope of the course content (8000 BCE to the present) is included.</p>	<p>To demonstrate evidence of both the time span and periodization, instructors are recommended to provide both an explicit statement indicating that the course addresses content from 8000 B.C.E. to the present and provide a course outline illustrating how periodization guidelines are used to structure the course</p>	<p>For more information, see “Chronological Boundaries of the Course” on page 6 of the AP World History Course Description.</p>
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
<p>At the beginning of the syllabus a description of the course defines each unit by chronological span thus demonstrating that the course is structured by periodization.</p>	<p>The course schedule in the syllabus defines each unit by chronological span thus demonstrating that the course is structured by periodization.</p>	<p>The topical headings of each unit in the course schedule include appropriate time spans, together addressing the entire chronological span of the course.</p>		

<b>Scoring Component 2: Continuity and change are addressed throughout the course.</b>				
<b>Curricular Requirement 2:</b> The five overarching themes articulated in the Course Description receive approximately equal attention throughout the course. The course requires students to engage with the dynamics of continuity and change across the historical periods that are included in the course.	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	All terminology in the Scoring Component is clear. No clarification is needed.	An explicit statement indicating that change and continuity are addressed throughout the course is sufficient evidence. Evidence of the change and continuity over time (CCOT) or comparative (Comp) essay questions alone is not sufficient evidence to fulfill this component.	One way to evidence continuity and change is to write a few sentences in the description of the course articulating the focus on these two learning objectives throughout the course. Evidence can also be illustrated in a variety of ways, including but not limited to class discussions, group work, assignments, activities and assessments that focus on continuity and change across the historical periods that are included in the course.	No references to external documents are needed for this Scoring Component.
	Samples of Evidence			
Sample 1	Sample 2	Sample 3		
In the description of the course, the syllabus states, "Continuity and change are addressed throughout the course."	The syllabus demonstrates some evidence in each of the course units of how continuity and change are addressed.	The syllabus provides a list of activities, assignments and assessments that require students to address issues of continuity and change in or across the five themes.		

<p><b>Curricular Requirement 2 (continued):</b> The five overarching themes articulated in the Course Description receive approximately equal attention throughout the course. The course requires students to engage with the dynamics of continuity and change across the historical periods that are included in the course.</p>	<b>Scoring Component 3: The five overarching themes articulated in the AP World History Course Description receive approximately equal attention throughout the course.</b>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	All terminology in the Scoring Component is clear. No clarification is needed.	The syllabus must mention the five themes articulated in the AP World History Course Description. The themes do not need to be fully elaborated in the class schedule..	One way to evidence this component is to explicitly state the five themes outlined in the AP World History Course Description and to articulate that each theme receives approximately equal attention throughout the course..	For more information, see page 6 of the AP World History Course Description.
	<b>Samples of Evidence</b>			
	Sample 1	Sample 2	Sample 3	
In the description of the course, the syllabus reproduces the five themes articulated in the AP World History Course Description.	The syllabus includes a “Themes To Be Covered” section at the beginning of each unit in the course schedule.	In a section titled, “Course Description” the syllabus states, “The following five themes: 1. Interaction between humans and the environment, 2. Development and interaction of cultures, 3. State-building, expansion, and conflict, 4. Creation, expansion, and interaction of economic systems, and 5. Development and transformation of social structures, are addressed throughout the course and receive approximately equal attention.” In addition, the syllabus cites the resource materials used to teach the course.		

<p><b>Curricular Requirement 3:</b> The course provides balanced global coverage, with Africa, the Americas, Asia, and Europe all represented. No more than 30 percent of course time is devoted to European history.</p>	<b>Scoring Component 4: The course provides balanced global coverage, with Africa represented.</b>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p><b>Balanced global coverage:</b> historical developments in each major region (Africa, the Americas, Asia and Europe) are addressed in several of the chronological units.</p>	<p>Scoring Component is clear and explicit. No Evaluation Guideline is needed.</p>	<p>Africa must be addressed in more than one unit of the course.</p>	<p>For more information, see pages 7-9 of the AP World History Course Description.</p>
	<b>Samples of Evidence</b>			
	Sample 1	Sample 2	Sample 3	
<p>A description of the course addresses topics by geographic region in a list of the course units including Africa in more than one unit. Additionally, the syllabus cites the resources used to teach the topic.</p>	<p>The syllabus addresses Africa in two or more of the chronological units for example;</p> <ul style="list-style-type: none"> <li>• Students engage in class discussion of imperialism in Africa for the period 1750-1914.</li> <li>• The period 1750-1914 emphasizes the Scramble for Africa.</li> <li>• In examining decolonization in the period 1914-present, the course emphasizes case studies in Africa.</li> </ul>	<p>The syllabus schedule addresses Africa in each chronological unit, for example;</p> <ul style="list-style-type: none"> <li>• Early migrations in the foundations period.</li> <li>• Early African states in the period 600-1450.</li> <li>• Impact on traditional African societies of the trans-Atlantic slave trade in the period 1450-1750.</li> <li>• Case studies in imperialism in the period 1750-1914.</li> <li>• Case studies in the process of decolonization in the period 1914-Present.</li> </ul>		

<p><b>Curricular Requirement 3 (continued):</b> The course provides balanced global coverage, with Africa, the Americas, Asia, and Europe all represented. No more than 30 percent of course time is devoted to European history.</p>	<b>Scoring Component 5: The course provides balanced global coverage, with the Americas represented.</b>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p><b>Balanced global coverage:</b> historical developments in each major region (Africa, the Americas, Asia and Europe) are addressed in several of the chronological units.</p>	<p>Scoring Component is clear and explicit. No Evaluation Guideline is needed.</p>	<p>The syllabus should demonstrate evidence through addressing the Americas in more than one unit of the course.</p> <p>Evidence of this scoring component can be demonstrated by emphasizing cultures outside the United States.</p>	<p>For more information, see pages 7-9 of the AP World History Course Description.</p>
	<b>Samples of Evidence</b>			
	Sample 1	Sample 2	Sample 3	
	<p>A description of the course lists topics by geographic region in a list of the course units including the Americas in more than one unit. Additionally, the syllabus cites the resource materials used to teach the topic.</p>	<p>The syllabus schedule addresses the Americas in two or more of the chronological units, for example;</p> <ul style="list-style-type: none"> <li>• The indigenous empires and the impact of European Colonization upon them in the period 1450-1750</li> <li>• Latin American independence movements in the period 1750-1914</li> </ul>	<p>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.</p>	

<p><b>Curricular Requirement 3 (continued):</b> The course provides balanced global coverage, with Africa, the Americas, Asia, and Europe all represented. No more than 30 percent of course time is devoted to European history.</p>	<b>Scoring Component 6: The course provides balanced global coverage, with Asia represented.</b>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p><b>Balanced global coverage:</b> historical developments in each major region (Africa, the Americas, Asia and Europe) are addressed in several of the chronological units.</p>	<p>Scoring Component is clear and explicit. No Evaluation Guideline is needed.</p>	<p>Asia should be addressed in more than one unit of the course.</p>	<p>For more information, see pages 7-9 of the AP World History Course Description.</p>
	<b>Samples of Evidence</b>			
	Sample 1	Sample 2	Sample 3	
<p>A description of the course lists topics by geographic region in a list of the course units including Asia in more than one unit. Additionally, the syllabus cites the resource materials used to teach the topic.</p>	<p>The syllabus regularly addresses Asia in order to trace broad historical themes, for example;</p> <ul style="list-style-type: none"> <li>• The development and interaction of belief systems</li> <li>• The development of empires</li> <li>• Capitalism and socialism</li> <li>• Gender roles and social structures</li> </ul>	<p>The syllabus schedule addresses Asia in each of the chronological units, for example;</p> <ul style="list-style-type: none"> <li>• Early Chinese civilization in the foundations period</li> <li>• The spread of Islam in the period 600-1450</li> <li>• Early modern Muslim empires in the period 1450-1750</li> <li>• The decline of Imperial China and rise of Imperial Japan in the period 1750-1914</li> <li>• The development of Communism in the period 1914 to the present</li> </ul>		

<b>Curricular Requirement 3 (continued):</b> The course provides balanced global coverage, with Africa, the Americas, Asia, and Europe all represented. No more than 30 percent of course time is devoted to European history.	<b>Scoring Component 7: The course provides balanced global coverage, with Europe represented. No more than 30% of course time is devoted to European history.</b>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<b>Balanced global coverage:</b> a historical development in each major region (Africa, the Americas, Asia and Europe) is addressed in several of the chronological units.	Scoring Component is clear and explicit. No Evaluation Guideline is needed.	Scoring Component is clear and explicit. No Important Considerations are needed.	For more information, see pages 7-9 of the AP World History Course Description.
	<b>Samples of Evidence</b>			
	Sample 1	Sample 2	Sample 3	
The syllabus demonstrates the impact on native societies of European influences (for example, imperial expansion or nationalism).	The syllabus demonstrates European developments are tied into global processes. For example, industrialization is examined comparatively and looked at in terms of its impact around the globe.	Throughout the course, students compare and contrast major European themes with similar themes in other countries. For example, the French Revolution is compared with Latin American Revolutions.		

<p><b>Curricular Requirement 4:</b> The course teaches students to analyze evidence and interpretations presented in historical scholarship.</p>	<b>Scoring Component 8: The course teaches students to analyze evidence and interpretations presented in historical scholarship.</b>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p><b>Historical Scholarship:</b> using secondary sources beyond just the textbook to provide students with exposure to different perspectives on interpreting the past.</p> <p><b>Interpretations:</b> different representations and arguments about the past presented by historians.</p>	<p>The syllabus must explicitly reference more than one resource that includes interpretations presented in historical scholarship beyond what is found in the textbook. The syllabus must demonstrate how historical scholarship is integrated into the course.</p>	<p>Evidence of historical scholarship can be demonstrated by referencing interpretations, books, articles, and essays by historians beyond the course textbook.</p>	<p>No references to external documents are needed for this Scoring Component.</p>
	<b>Samples of Evidence</b>			
	Sample 1	Sample 2	Sample 3	
<p>The syllabus cites and integrates supplemental books, articles, or handouts that include historians' interpretive essays or contrasting interpretations in the course outline.</p>	<p>The syllabus cites and integrates essays that describe and analyze the points of view of various influential figures relevant to historical interpretations.</p>	<p>The syllabus includes activities such as debates or mock trials that use historical interpretations presented in research. Specific sources used to support such activities are included in the syllabus.</p>		

**Curricular Requirement 5:** The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.

**Scoring Component 9: The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.**

Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
<b>Primary sources:</b> textual and visual materials created in the period under study.	<p>The syllabus must reference specific examples of a variety of types of primary sources or demonstrate that students use a required published course reader that includes documents of these various types.</p> <p>Mentioning that students work with primary sources without reference to specific documents or an appropriate course reader is not sufficient evidence.</p> <p>Limiting instruction of primary sources to those excerpted in the main textbook alone is not sufficient evidence.</p> <p>Limiting instruction of primary sources to past DBQ's alone is not sufficient evidence.</p> <p>Listing a website without reference to specific documents is not sufficient evidence.</p>	Scoring Component is clear and explicit. No Important Considerations are needed.	For more information see pages 10-11 of the AP World History Course Description.

**Samples of Evidence**

Sample 1	Sample 2	Sample 3
'Discovering the Global Past' appears in the syllabus' list of required reading materials.	'Discovering the Global Past' is assigned periodically in the syllabus' course schedule of weekly reading and topics.	The syllabus demonstrates the use of individual primary sources under relevant topics. For instance it states, "During the weeks when trans-Atlantic slavery is studied, students examine excerpts from Equiano's, The Interesting Narrative, 18th century French prints of Caribbean sugar plantations, and data from Philip Curtin's The African Slave Trade: A Census."

<p><b>Curricular Requirement 6:</b> The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays addressing issues of change, continuity, and comparison (see the Course Description for more information).</p>	<b>Scoring Component 10: The course provides students with frequent practice in writing essays in response to document-based questions (DBQ).</b>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p><b>Frequent practice:</b> instruction and periodic practice that appears throughout the course.</p> <p><b>Document-based questions:</b> a description of the DBQ is located on pages 30-31 of the AP World History Course Description.</p>	<p>The syllabus must explicitly include practice of essay writing skills appropriate to the DBQ. This can appear in the description of the course and/or the course schedule.</p>	<p>Scoring Component is clear and explicit. No Important Considerations are needed.</p>	<p>For more information, see pages 30 – 39 of the AP World History Course Description</p>
	<b>Samples of Evidence</b>			
	Sample 1	Sample 2	Sample 3	
	<p>The syllabus states that, “Students write practice DBQ essays as part of required review sessions.”</p>	<p>The syllabus states, “Students write DBQ essays as part of the course assessment,” under the description of examinations and tests.</p>	<p>As part of the course overview, the syllabus states, “Skills appropriate for student success on the DBQ will be introduced and reinforced throughout the course.”</p>	

<p><b>Curricular Requirement 6 (continued):</b> The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays addressing issues of change, continuity, and comparison (see the Course Description for more information).</p>	<b>Scoring Component 11: The course provides students with frequent practice in writing essays in response to change and continuity over time questions (CCOT).</b>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p><b>Frequent practice:</b> instruction and periodic practice that appears throughout the course.</p> <p><b>Change and continuity over time questions:</b> a description of the CCOT is located on page 39 of the AP World History Course Description.</p>	<p>The syllabus must explicitly include practice of essay writing skills appropriate to the change and continuity over time questions (CCOT). This can appear in the description of the course and/or course schedule.</p>	<p>Scoring Component is clear and explicit. No Important Considerations are needed.</p>	<p>For more information, see pages 40 – 42 of the AP World History Course Description</p>
	<b>Samples of Evidence</b>			
	Sample 1	Sample 2	Sample 3	
	<p>The syllabus states, "During each review session (required of all students to attend) students write practice CCOT essays."</p>	<p>The syllabus states, "Students write CCOT essays as part of the course assessment," under the description of examinations and tests.</p>	<p>In the course overview, the syllabus explicitly states, "Skills appropriate for student success on the CCOT question will be introduced and reinforced throughout the course."</p>	

<p><b>Curricular Requirement 6 (continued):</b> The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays addressing issues of change, continuity, and comparison (see the Course Description for more information).</p>	<p><b>Scoring Component 12: The course provides students with frequent practice in writing essays in response to comparative questions (Comp).</b></p>			
	<p>Key Term(s)</p>	<p>Evaluation Guideline(s)</p>	<p>Important Consideration(s)</p>	<p>Reference</p>
	<p><b>Frequent practice:</b> instruction and periodic practice that appears throughout the course.</p> <p><b>Comparative questions:</b> a description of the Comparative Question essay is located on pages 41-42 of the AP World History Course Description.</p>	<p>The syllabus must explicitly include practice of essay writing skills appropriate to the comparative questions (Comp). This can appear in the description of the course and/or course schedule.</p>	<p>Scoring Component is clear and explicit. No Important Considerations are needed.</p>	<p>For more information, see pages 42–45 of the AP World History Course Description.</p>
	<p><b>Samples of Evidence</b></p>			
	<p>Sample 1</p>	<p>Sample 2</p>	<p>Sample 3</p>	
	<p>Practice in writing Comparative essays appears periodically in the course schedule.</p>	<p>The syllabus states, “During review sessions (required of all students to attend) students write practice Comparative essays.”</p>	<p>The syllabus states, “Students write Comparative essays as part of the course assessment,” under the description of examinations and tests.</p>	