

Course Title: Advanced Placement (AP) World History

Department: History/Social Science

Course #: 1503

Grade Level/s: 10 - 12

Length of Course: Year

Prerequisite/s: Approval of Instructor

UC/CSU (A-G) Req: (A) History/social science

Brief Course Description: AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present. Students will apply historical critical thinking skills. There are five themes within AP World History: the environment, cultures, state-building, economic systems, and social structures that provide areas of historical inquiry for investigation throughout this course. AP World History encompasses the history of the five geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.

Students attempting to receive college credit for Advanced Placement are required to pass the College Board exam with a three or higher which validates coursework. This exam is not a requirement.

Student fees are allowable for Advanced Placement examinations for the possibility of college credit, so long as (1) taking the exam is not a course requirement; (2) the exam results have no impact on a pupil's grade or credit in a course; and (3) eligible economically disadvantaged high school pupils who receive school district funding towards the exam fee shall pay the required AP reduced fees.

I. GOALS

The students will:

- A. Understand traditional historical points of reference in World History
- B. Understand how present events relate to past events
- C. Use geographic skills and tools to collect, analyze, and interpret data

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- D. Understand the historic origins of economic and political systems
- E. Understand the impact of religion on major historic events and people
- F. Apply critical thinking skills to organize and use historical information

II. OUTLINE OF CONTENT FOR MAJOR AREAS OF STUDY

- A. Foundations 8000 BC – 600 AD: 6 Weeks
 - 1. Key Concept 1.1 Big Geography and the Peopling of the Earth
 - a. Archeological evidence indicates that during the Paleolithic era, hunting-foraging bands of humans gradually migrated from their origin in East Africa to Eurasia, Australia, and the Americas, adapting their technology and cultures to new climate regions.
 - 2. Key Concept 1.2 The Neolithic Revolution and Early Agricultural Societies
 - a. Beginning about 10,000 years ago, the Neolithic Revolution led to the development of new and more complex economic and social systems.
 - 3. Key Concept 1.3 The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies
 - a. Core and foundational civilizations developed in a variety of geographical and environmental settings where agriculture flourished.
 - b. The first states emerged within core civilizations.
 - c. Culture played a significant role in unifying states through laws, language, literature, religion, myths and monumental art.
 - 4. Key Concept 2.1 The Development and Codification of Religious and Cultural Traditions
 - a. Codifications and further developments of existing religious traditions provided a bond among the people and an ethical code to live by.
 - b. New belief systems and cultural traditions emerged and spread, often asserting universal truths.
 - c. Other religious and cultural traditions to the codified, written belief systems in core civilizations.
 - 5. Key Concept 2.2 The Development of States and Empires
 - a. The number and size of key states and empires grew dramatically by imposing political unity on areas where previously there had been competing states.
 - b. Empires and states developed new techniques of imperial administration, based in part, on the success of earlier political forms.
 - c. Unique social and economic dimensions developed in imperial societies in Afro-Eurasia and the Americas.
 - 6. Key Concept 2.3 Emergence of Trans-regional Networks of Communication and Exchange
 - a. Land and water routes became the basis for transregional trade, communication, and exchange networks in the Eastern Hemisphere.
 - b. New technologies facilitated long-distance communication and exchange.

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B. 600 AD – 1450: 7 Weeks

1. Key Concept 3.1 Expansion and Intensification of Communication and Exchange Networks
 - a. Improved transportation technologies and commercial practices led to an increased volume of trade, and expanded the geographical range of existing and newly active trade networks.
 - b. The movement of peoples caused environmental and linguistic effects.
 - c. Cross-cultural exchanges were fostered by the intensification of existing, or the creation of new networks of trade and communication.
2. Key Concept 3.2 Continuity and Innovation of State Forms and Their Interactions
 - a. Empires collapsed and were reconstituted; in some regions new state forms emerged.
 - b. Interregional contacts and conflicts between states and empires encouraged significant technological and cultural transfers.
3. Key Concept 3.3 Increased Economic Productive Capacity and Its Consequences
 - a. Innovations stimulated agricultural and industrial production in many regions.

C. 1450 – 1750: 6 Weeks

1. Key Concept 4.1 Globalizing Networks of Communication and Exchange
 - a. In the context of the new global circulation of goods, there was an intensification of all existing regional trade networks that brought prosperity and economic disruption to the merchants and governments in the trading regions of the Indian Ocean, Mediterranean, Sahara, and overland Eurasia.
 - b. Remarkable new transoceanic maritime reconnaissance occurred during this period.
 - c. The new connections between the Eastern and Western hemispheres resulted in the Columbian Exchange.
2. Key Concept 4.2 New Forms of Social Organization and Modes of Production
 - a. Traditional peasant agriculture increased and changed, plantations expanded, and demand for labor increased. These changes both fed and responded to growing global demand for raw materials and finished products.
 - b. As new social and political elites developed, they also restructured new ethnic, racial, and gender hierarchies.
3. Key Concept 4.3 State Consolidation and Imperial Expansion
 - a. Rulers used a variety of methods to legitimize and consolidate power
 - b. Imperial expansion relied on the increased use of gunpowder, cannons and armed trade to establish large empires in both hemispheres.
 - c. Competition over trade routes, state rivalries and local resistance all provided significant challenges to state consolidation and expansion.

D. 1750 – 1914: 6 Weeks

1. Key Concept 5.1 Industrialization and Global Capitalism
 - a. Industrialization fundamentally changed how goods were produced.
 - b. New patterns of global trade and production developed and further integrated the global economy as industrialists sought raw materials and new markets for the increasing amount and array of goods produced in their factories.
 - c. To facilitate investments at all levels of industrial production, financiers developed and expanded various financial institutions.

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- d. There were major developments in transportation, communication and the spread of global capitalism that led to a variety of responses.
 - 2. Key Concept 5.2 Imperialism and Nation-State Formation
 - a. Industrializing powers established transoceanic empires.
 - b. Imperialism influenced state formation and contraction around the globe.
 - c. New racial ideologies, with an emphasis on Social Darwinism, facilitated and justified imperialism.
 - 3. Key Concept 5.3 Nationalism, Revolution, and Reform
 - a. The rise and diffusion of Enlightenment philosophy questioned established traditions in all areas of life. Most often, Enlightenment preceded the revolutions and rebellions against existing governments.
 - b. Beginning in the eighteenth century, the population around the world developed a new sense of commonality based on language, religion, social customs and territory. These newly imagined national communities linked this identity with the borders of the state, while governments used this idea to unite diverse populations.
 - c. Increasing discontent with imperial rule propelled reformist and revolutionary movements.
 - d. The global spread of European political and social thought and the increasing number of rebellions stimulated new transnational ideologies and solidarities.
 - 4. Key Concept 5.4 Global Migration
 - a. Migration in many cases was influenced by changes in demography in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.
 - b. Migrants relocated for a variety of reasons.
 - c. The large-scale nature of migration, especially in the nineteenth century, produced a variety of consequences and reactions to the increasingly diverse societies on the part of migrants and the existing populations.
- E. 1914 – Present: 6 Weeks
- 1. Key Concept 6.1 Science and the Environment
 - a. Researchers made rapid advances in science that spread throughout the world and assisted in the development of new technology.
 - b. As the global population expanded at an unprecedented rate, humans fundamentally changed their relationship with the environment.
 - c. Disease, scientific innovations, and conflict led to demographic shifts
 - 2. Key Concept 6.2 Global Conflicts and Their Consequence
 - a. Europe dominated the global political order at the beginning of the twentieth century. Land-based and transoceanic empires gave way to new forms of transregional political organization by the century's end.
 - b. Emerging ideologies of anti-imperialism contributed to the dissolution of empires and the restructuring of states.
 - c. Political changes were accompanied by demographic and social consequences.
 - d. Military conflicts occurred on an unprecedented global scale.
 - 3. Key Concept 6.3 New Conceptualizations of Global Economy, Society, and Culture
 - a. States responded in a variety of ways to the economic challenges of the twentieth century.
 - b. States, communities and individuals became increasingly interdependent, a process facilitated by the growth of institutions and global governance.

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- c. People conceptualized society and culture in new ways; some challenged old assumptions about race, class, gender, and religion, often using new technologies to spread reconfigured traditions.
- d. Popular and consumer culture became global.

The amount of time noted and allotted for each Key Concept is approximate.

III. ACCOUNTABILITY DETERMINANTS

A. Key Assignments

1. Hunter-Forager Societies: Students will be required to collaborate in groups and identify the characteristics of hunter-forager societies and individually create graphic organizers called sensory figures. Students will be required to think of themselves in the place of a historical person or group of people.
2. Migration: Students will be required to work in pairs to develop annotated maps to analyze the diffusion of early humans from East Africa to Eurasia, Australia, and the Americas. While tracing migration patterns, students will explain the relationship between these early humans and their environment.
3. Empire Building: Students will be required to work in pairs and create annotated maps of the major empires, smaller states, and city-states of the post-classical period. Using the annotated map, students will complete a document-based question (DBQ) essay on continuity and change over time.
4. Europe on the Eve of “Discovering” the Americas: In cooperative learning groups, students will create a media presentation of the transformation in Western Europe. Themes include but are not limited to: The Renaissance, The Scientific Revolution, The Protestant Reformation, Development of Mercantilism and Capitalism, The Consolidation of Sovereign States and The Arms Race.
5. Social Changes in Colonial Latin America: Students analyze the creation of new modes of social organization of the Spanish Empire in the Americas. Students are required to create annotated social class pyramids. In pairs, students will label their pyramids and explain their definitions of each class as well as the relationships between the various Spanish colonial social classes.
6. Expansion and Diffusion: Students will complete a comparative essay on this topic.
7. The World Between Wars: Revolutions, Depression and Authoritarian Response. In pairs, students are to brainstorm and pre-write in response to the prompt: Compare the origins and outcomes of two of the following revolutions: American, French, Latin American, and Haitian. Students will individually write a response to the prompt. In addition, students will complete an argumentative essay on “The World Between Wars”.
8. Globalization: In cooperative learning groups, students will create annotated maps of global communication and exchange networks. Maps should include: geographical/environmental factors relevant to human movement along global networks, roles major urban centers play, general origins and destinations of trade, and examples of biological diseases along the networks.
9. The Development of Global Organizations: Students generate graphic organizers that explain the origins and the goals of global organizations such as: United Nations, NAFTA, World Trade Organization, and Greenpeace. Students will create short responses to the following topics: Globalization, Global Conflicts and Consequences and the Changing Environment

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B. Assessment Methods

1. Daily Student Observation of Classroom Participation, Effort and Achievement
2. Classwork/Homework
3. Performance Tasks
4. Research Projects and Presentations
5. Quizzes
6. Free Response Questions
7. Document Based Questions
8. Timed Essays
9. Multiple Choice Tests
10. End of Unit Tests
11. Semester Final Exams

IV. INSTRUCTIONAL MATERIALS AND METHODOLOGIES

A. Required Textbooks(s)

Karras, Alan, *Worlds Together, Worlds Apart: From the Beginnings of Humankind to the Present*, W.W. Norton (AP Edition 2016).

B. Supplemental Materials

None

C. Instructional Methodologies

1. Teacher Lectures/Direct Instruction
2. Cooperative Learning
3. Guided Inquiry
2. Seminars
3. Discourse
4. Group Projects/Presentations
5. Peer Edits