

High School Course Description for Advanced Placement World History (C# 38351/2)

Course Title: Advanced Placement (AP) World History

Curricular Area: Social Science

Course Number: 38351/2

Length: One year

Grade Level: 10-12

Prerequisites: None. However, students not reading on grade level will struggle with the rigorous curriculum.

Meets a UC a-g Requirement: A

Meets NCAA Requirement: Yes

Meets High School Graduation Requirement for:
World History

Course Description

AP World History is an alternative to World History for highly motivated students interested in the greater depth, breadth and rigor found in AP courses. Like the regular World History course, the AP World History curriculum is based on the World History content standards found in the current *History-Social Science Framework for California Public Schools*. The course provides a global perspective of the world and human interactions from 8000 BC to present day, using the six themes outlined in the College Board's *AP® World History Course Description*. Students refine their analytical abilities and critical thinking skills in order to understand historical and geographical context, make comparisons across cultures, use documents and other primary sources, and recognize and discuss different interpretations and historical frameworks. The course imposes a heavy reading and writing load throughout the year, and the demands on students are equivalent to a full-year introductory college course. Accordingly, students must be able to commit to the additional homework and study time required for the class.

Alignment

The course is aligned both to the 10th Grade History-Social Science Ca. Standards Test (CST) Blueprint (adopted by the State Board of Education October 2002, updated November 2005) **and** the *AP® World History Course Description* (see http://www.collegeboard.com/student/testing/ap/sub_worldhist.html).

Instructional Materials

Required Textbook(s)

#1. Spodek, Howard (2006) *The World's History* (3rd edition) Prentice Hall ISBN: 0131928686. (primary textbook)
http://phcatalog.pearson.com/program_single.cfm?site_id=6&discipline_id=815&subarea_id=2126&program_id=20823

Note: The textbook is listed on the AP website as one of the suggested textbooks for AP World History:
http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/51832.html

#2. Wiesner, Merry E. *et al* (2006) *Discovering The Global Past: A Look at the Evidence* (3rd edition). Houghton Mifflin ISBN: 978-0-618-86214-6 (supplemental reading)
http://www.mcdougallittell.com/store/ProductCatalogController?cmd=Browse&subcmd=LoadDetail&ID=100720000068317&frontOrBack=F&division=M01&sortProductsBy=SEQ_TITLE&sortEntriesBy=SEQ_NAME#order

Supplemental Materials

#3. This class will use a variety of primary source material such as maps, demographic and economic information, diaries, newspaper and journal accounts, examples of art from different time periods and different regions of the world. The school library has a wide variety of print and Internet resources to meet the needs of this course.

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Exit Criteria

<i>Essays and Unit Exams:</i> Since the goal of an AP class is to prepare the student to take and pass the AP exam, essays will be a major component of all exams. Students will write essays that interpret primary sources; compare and contrast civilizations, empires, nations, ideas, political systems, and religions; and evaluate change and continuity over time. Multiple choice questions and geography identification will also be used on exams	30%
<i>Homework/Notebook:</i> Students will keep a notebook for all notes, chapter outlines, and handouts for this class. This notebook will be turned in periodically and graded. The reason for this is to evaluate the student's use of Cornell style notes for class lectures and textbook reading assignments. Homework will be an important part of this class, because of the large amount of information we must cover students must complete their textbook and supplemental readings outside of class	20%
<i>Class Participation:</i> Participation in a history class is vital to understanding the subject and it makes the class more interesting because students share their ideas and opinions. This class will use Socratic seminars to facilitate classroom discussions. Students will present oral reports to the class as individuals and as part of a group	20%
<i>Projects:</i> There will be a large project due for each term. Some of these projects will be group efforts and some will be individual research projects. Students will have a choice of how to present their projects such as using PowerPoint, posters, skits, or other media sources. However, one project must be a traditional written term paper.....	10%
Final (students will take the District finals)	20%
	100%

Pacing Guide for Advanced Placement World History (C# 38351/2)

- Unit 1: Development of Civilizations, 8000 B.C.E to 600 CE (7 weeks).
- A. Introduction of the AP World History course (1 week).
1. Topics:
 - a. Discuss syllabus, class expectations.
 - b. Discuss AP World History themes and how they will be used in the class.
 - c. Review textbook and how to outline information
 - d. Review note taking strategies.
 2. Activities and Assessments:
 - a. Personal history essay.
- B. World Geography and the Agricultural Revolution (1 week).
1. Topics
 - a. Maps and how to use them.
 - b. What are primary sources?
 - c. The Agricultural Revolution and how it led to the rise of civilization.
 2. Readings
 - a. Spodek, *The World's History*, introduction.
 - b. Wiesner, *The Global Past*, Ch. 1
 3. Activities and Assessments:
 - a. World map quiz
 - b. Socratic seminar-What is civilization?
- C. Early Civilizations and the Emergence of Cities (2 weeks):
1. Topics
 - a. Characteristics of civilizations.
 - b. Geography and the rise of city-states.
 - c. Art, religion, and culture of early civilizations.
 2. Readings:
 - a. Spodek, *The World's History*, Chapters 3-4.
 - b. Wiesner, *The Global Past*, Ch. 4
 3. Activities and Assessments:
 - a. Section test on Ch 3-4
 - b. Comparative essay-compare and contrast 2 early civilizations.
 - c. Introduce **Document-Based Questioning (DBQ)**, group project on how to interpret and evaluate documents.
- D. The Rise of World Religions (2 weeks)
1. Topics:
 - a. Discuss the rise and spread of the major world religions.
 - b. How have religions changed and adapted over time?
 - c. Art and religion.
 2. Readings:
 - a. Spodek, *The World's History*, Chapters 9-11.
 - b. Wiesner, *The Global Past*, Ch. 5
 3. Activities and Assessments:
 - a. Section test on Ch 9-11

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- b. DBQ essay-Transfer of religious ideas: Writings, observations, and poems from Christian, Moslem, Hindu, and Buddhist writers.
- c. Socratic seminar-Comparing religions.

E. Emergence of Empires (1 week)

1. Topic:
 - a. How and why do empires rise and fall.
2. Readings:
 - a. Spodek, *The World's History*, Chapter 5
3. Activities and Assessments:
 - a. Change over time essay.
 - b. Unit 1 test

Unit 2: Encounters and Exchanges, 600 C.E. to 1450 (7 weeks).

A. Topics

1. Empires and Interactions (3 weeks)
 - a. Rome
 - b. China
 - c. India
2. Trade Routes and the diffusion of ideas and technology (2 weeks)
 - a. Sea trade and cultural exchange
3. Amerindian Civilizations (1 week)
 - a. Mesoamerican and South America
4. African Kingdoms and Empires (1 week)
 - a. West Africa

B. Readings:

1. Spodek, *The World's History*, Chapters 6-8, and Chapters 12-13
2. Wiesner, *The Global Past*, Ch. 10

C. Activities and Assessments

1. Unit test which will include a comparison and a change over time essay questions.
2. Section tests for each chapter.
3. Socratic seminar-Is global interaction good or bad?
4. DBQ group project-group practice for interpreting documents.

Unit 3: The First Global Age, 1450 to 1750 (6 weeks).

A. Topics

1. Renaissance and Reformation (2 weeks).
 - a. New artistic styles.
 - b. New technology and science
 - c. Martin Luther
 - d. Catholic Reformation
2. The Columbian Exchange (1 week).
 - a. Advantages and disadvantages of the exchange
 - b. Long term effect of Africa, Asia, Europe, and the Americas.
3. World Trade and Empire Building (2 weeks).

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- a. Trade routes
- b. Slavery
- c. Asian migrations
4. Middle Eastern and Indian Empires: Mughal, Safavid, and Ottoman (1 week).

B. Readings:

1. Spodek, *The World's History*, Chapters 13-15.
2. Wiesner, *The Global Past*, Ch. 14

C. Activities and Assessments

1. Unit test with a change over time essay.
2. Section tests on chapters 14 and 15.
3. DBQ essay-Impact of trade and cultural interaction.
4. Group project-poster project; each group will present how global interactions and trade changed different regions of the world.

Unit 4: Revolutions and Empires, 1750 to 1914 (6 weeks).

A. Topics

1. The Enlightenment and Revolution (2 weeks)
 - a. New philosophies
 - b. Political revolutions
2. Industrialization (1 weeks)
 - a. Rise of European power
3. Social Upheavals (1 week)
 - a. Demographic changes
 - b. Karl Marx and the working class
4. Nationalism (1 week)
 - a. Unifying nations
 - b. Old empires break apart
 - c. Liberation movements and resistance to colonialism.
5. Imperialism (1 week)
 - a. Exploitation of India, Africa, and Asia

B. Readings:

1. Spodek, *The World's History*, Chapters 16-18

C. Activities and Assessments:

1. Unit test including essay questions.
2. Section tests on chapters 16-18.
3. Assign term paper research project.
4. Practice Exam.

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Unit 5: Technology and globalization, 1914 to the present (6 weeks).

A. Topics

1. World War I (1 week)
 - a. Causes and consequences.
2. Communism, Fascism, and Totalitarianism (1 week).
3. World War II (1 week).
4. Cold War and Independence movements (2 weeks).
5. Globalization and Technology (1 week)

B. Readings

1. Spodek, *The World's History*, Chapters 19-24

C. Activities and Assessments:

1. Unit test with essay questions.
2. Section tests for chapters 19-24
3. Group work-posters on causes of WWI, Russian Revolution, WWII, and other topics that will help review for Unit test.
4. DBQ and test practice for AP exam.

Unit 6: Problems and solutions: Current global issues (4 weeks).

A. Topics

1. This unit will complete the year of study and will begin after the AP exam. Students will study current global issues that affect different regions of the world.
2. Students will form groups; each group will study the major issues facing a particular region. This group will develop a presentation on problems and possible solutions. They will present this to the class.

B. Activities and Assessments:

1. Term paper due
2. Presentation of group projects.

Teaching Strategies:

Direct Teaching: Because there is a great deal of material to cover in this course the teacher will use lecture and students will be required to take notes using the Cornell method. Students will be required to turn in their notes periodically.

Classroom Discussions: Students will participate in Socratic seminars to help them develop critical thinking skills. During these seminars students will analyze and interpret primary source documents, evaluate different historical perspectives, debate different points of view, and encourage the exchange of ideas and opinions.

Group Work: Students will periodically work in groups to collaborate on research projects, study for exams, interpret and evaluate primary sources, and discuss essay and Document-Based Questioning (DBQ).

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