



**A Planned Course of Study  
for  
Advanced Placement World History**

**ASHS Course # 0225**

**Abington School District**

**Abington, Pennsylvania**

**September, 2016**

# **ADVANCED PLACEMENT WORLD HISTORY**

## **SOCIAL STUDIES**

### **ASHS**

#### **I. Objectives**

Students will demonstrate a level of proficiency in each of the following areas of as established by the College Board:

##### **Historical Thinking Skills:**

- A. Analyzing Historical Sources and Evidence
  - a. Analyzing Evidence, Content and Sourcing
  - b. Interpretation
- B. Making Historical Connections
  - a. Comparison
  - b. Contextualization
  - c. Synthesis
- C. Chronological Reasoning
  - a. Causation
  - b. Patterns of Continuity and Change Over Time
  - c. Periodization
- D. Creating and Supporting a Historical Argument
  - a. Argumentation

##### **Thematic Learning Objectives:**

- A. Interaction between Humans and the Environment
- B. Development and Interaction of Cultures
- C. State-Building, Expansion and Conflict
- D. Creation, Expansion and Interaction of Economic Systems
- E. Development and Transformation of Social Structures

#### **II. Major Concepts (identified by the College Board as “Key Concepts” (KC))**

**Unit One:** Beginnings in History, 8,000 B.C.E. to 600 B.C.E.

Period 1: Technological and Environmental Transformations to 600 B.C.E.

##### **Key Concepts in Unit One:**

- KC 1.1: Big Geography and the Peopling of the Earth
  - 1. The Emergence of Hominids

2. The Rise of Homo sapiens
  3. Migration out of Africa and Global Dispersion of Humanity
  4. Patterns of Migration
  5. The Austronesian Migration.
  6. First Human Societies
- K.C. 1.2: The Neolithic Revolution and Early Agricultural Societies
1. Farming and Herding
  2. The Agricultural Revolution
  3. Common Patterns and Variations
  4. Globalization and Social Variation
- K.C. 1.3: The Development and Interactions of Early Agricultural, Pastoral and Urban Societies
1. Emergence of Civilization
  2. Stratification and Hierarchy
  3. The State
  4. Comparing Urban River Valley Civilizations

**Unit Two:** The Classical Era in the Context of World History, 600 B.C.E. to 600 C.E.

Period 2: Organization and Reorganization of Human Societies, c. 600 B.C.E. to 600 C.E.

**Key Concepts in Unit Two:**

- K.C. 2.1: The Development and Codification of Religious and Cultural Traditions
1. China and the Search for Order
  2. Classical India: Hinduism and the Buddhist Challenge
  3. The Emergence of Monotheism in Southwest Eurasia
  4. Rationalism and Hellenistic Culture
  5. Comparing New Religions: Jesus and the Buddha
  6. Comparing Patriarchies in Classical Era
  7. Christianity Comes to the African Northeast
  8. Kinship and Religion in Sub-Saharan Africa
- KC 2.2: The Development of States and Empires
1. The Emergence of the Eurasian Empires
  2. Empires and Civilizations in Conflict
  3. Regional Empires: Rome and China
  4. Judaism as resistance to Imperialism and Assimilation: Maccabi to Masada (4)
  5. Point of contrast: India-Maurya and Gupta Golden Age
  6. The State in Classical China
  7. Pastoral Confederations: the Xiongnu
  8. Class and Caste in Classical India
  9. Slavery in the Classical Mediterranean Basin
  10. The Rise of Meroe and Axum
  11. Niger River City States

12. Mesoamerican Civilizations -The Maya and Teotihuacan
13. South American Civilizations-Chavin and Moche
14. Chaco to Cahokia: Classical North America
- K.C. 2.3: Emergence of Transregional Networks of Communication and Trade
  1. Holding the Persian Empire Together
  2. Magna Graecia in the Mediterranean and Black Seas
  3. The Silk Roads
  4. Evidence of Indian Ocean Trade in Absence of a Unifying Force
  5. Comparing the Spread of Belief Systems
  6. Merchants in China, India, Central Asia, the Mediterranean
  7. The Bantu Migration
  8. The Regional Communication Network of the Andean Civilizations

**Unit Three:** an Age of Accelerating Connections 600 C.E. to 1450  
 Period 3: Regional and Transregional Interactions, 600C.E. to 1450

**Key Concepts in Unit Three:**

K.C. 3.1: Expansion and Intensification of Communication and Exchange Networks

1. Silk Roads: Eurasian Exchange Network
2. Sea Roads: Indian Ocean Exchange Network
3. Sand Roads: Trans-Saharan Exchange Network
4. The American Network
5. China and the Northern Nomads: trade and extortion
6. Byzantium and Eurasian Trade
7. Northern Europe, Northern Italy and Long Distance Trade
8. Islam and Cultural Encounter: India, Anatolia, West Africa and Spain
9. Networks of Faith and Exchange: The World of Islam
10. Encountering the Mongols: China, Persia and Russia
11. The Mongol Empire as a Eurasian Network
12. Chinese Tribute Fleets and the Indian Ocean Voyages
13. Contraction of the Silk Road
14. Portuguese and the European Voyages
15. The Second Flowering of Islam and Indonesia
16. Cultural Integration under the Inca

KC 3.2: Continuity and Innovation of State Forms and their Interactions

1. Reunification of China: Sui, T'ang and Song Dynasties
2. The Tribute System in East Asia
3. Comparison of Korea, Japan and Vietnam in Responses to Chinese Power
4. China and Buddhism
5. Byzantium
6. The Byzantine State and the Christian Church
7. Western Christendom Rebuilds and Reorganizes
8. Legacy of the Crusading Ideology: Wurms to Jerusalem
9. The Birth of Islam and the Arab Empire

10. Social Organization in the World of Islam
11. Pastoral Societies: Xiongnu, Turkic People and the Masai
12. The Mongol Empire is Established
13. 15<sup>th</sup> Century Non-Urban Societies Compared: Australia, Yoruba, Benin, Igbo, Iroquois, Fulbe and Turkic
14. Ming China
15. European Voyaging and Expansion
16. Ottoman and Saffavid Empires
17. Songhay and Mughal Empires
18. The Triple Alliance and the Inca Empire
- K.C. 3.3: Increased Economic Productive Capacity and its Consequences
  1. Economic Revolution of the Song
  2. China and the Eurasian World Economy
  3. The Economies of Pastoral Societies
  4. The Mongol Empire and its Impact on Population
  5. The Plague
  6. Religion Unites and Divides
  7. Patterns of Trade in the 15<sup>th</sup> Century

**Unit Four:** The Early Modern World 1450 to 1750  
 Period 4: Global Interactions, 1450 to 1750

**Key Concepts in Unit Four:**

- K.C. 4.1: Globalizing Networks of Communication and Exchange
  1. The Great Dying in the Americas
  2. The Colombian Exchange
  3. The Colonial Economies
  4. Europeans and Asian Commerce
  5. The East India Companies
  6. Silver and Global Commerce
  7. Fur and Global Commerce
  8. The Atlantic Slave Trade
- K.C. 4.2: New Forms of Social Organization and Modes of Production
  1. The European Advantage
  2. Comparing Colonial Societies
  3. Responses to the Expansion of Europe
  4. Mining Silver
  5. The World Hunt
  6. The Slave Trade
  7. The Globalization of Christianity
  8. Protestantism
  9. Change and Continuity in Africa
  10. Islamic Renewal in Africa
  11. New Thinking in Qing China
  12. Hindus and Muslims in India
  13. Modern Science Emerges

- 14. Science as Cultural Revolution
- 15. European Science as an Exchange Commodity
- K.C. 4.3: State Consolidation and Imperial Expansion
  - 1. European Empires in the Americas
  - 2. Exploration and Contact in Oceania and Australia
  - 3. The Making of the Russian Empire
  - 4. Qing Dynasty and the Chinese Empire
  - 5. The Mughal Empire
  - 6. The Ottoman Empire

**Unit Five:** The European Moment in World History 1750 to 1914  
 Period 5: Industrialization and Global Integration, 1750 to 1914

**Key Concepts in Unit Five:**

- K.C. 5.1: Industrialization and Global Capitalism
  - 1. Mercantilism
  - 2. The Industrial Revolution
  - 3. British Industrialization
  - 4. Class and Protest
  - 5. Industrialization in the United States
  - 6. Industrialization in Russia
  - 7. Industrialization in Latin America
  - 8. Comparing Colonial Economies
  - 9. Economies of Coercion
  - 10. Cash-Crop Agriculture
  - 11. Wage Labor in Europe
- K.C. 5.2: Imperialism and Nation State Formation
  - 1. The European Advantage
  - 2. European Industry and Empire
  - 3. China's Crisis of the Nineteenth Century
  - 4. The Ottoman Empire and the West
  - 5. The Rise of Japan
  - 6. The Scramble for Africa
  - 7. Second Wave Imperialism in Asia
  - 8. The United States in the Pacific: Hawaii, Guam, the Philippines
- K.C. 5.3: Nationalism, Revolution and Reform
  - 1. The Atlantic Revolutions
  - 2. Echo Revolutions
  - 3. Abolition of Slavery in the Atlantic
  - 4. Nationalism
  - 5. Feminism
  - 6. Cooperation and Rebellion in European Colonies
  - 7. Race and Colonial Empires
  - 8. Xenophobia, Nativism and Anti-Semitism in European Culture
  - 9. Aboriginal People in Australia
  - 10. Native Americans in the United States and Canada

11. Women in Colonial Economies
12. Resistance to Imperialism: the Maori in New Zealand.
- K.C. 5.4: Global Migration
  1. Settlement and Colonization
  2. Under European Rule
  3. Migrant Workers and Indentured Servitude
  4. The Sugar Trade and Migrant Workers in Hawaii
  5. Identity and Cultural Change in the Colonial Era: Africa, Asia, Oceania

**Unit Six:** The Twentieth and Twenty-first Centuries: A New Period in World History

Period 6: Accelerating Global Change and Realignments, 1914 to the Present

**Key Concepts in Unit Six:**

- K.C. 6.1: Science and the Environment
1. Modernization and Tensions
  2. Nuclear Standoff and Proliferation
  3. The Transformation of the Global Environment
  4. The Green Movement
  5. Environmental Conflict between Global North and South
  6. Climate Change and Indigenous Oceania
- K.C. 6.2: Global Conflicts and their Consequences
1. The First World War
  2. Legacies of WWI
  3. The Second World War and the Holocaust
  4. Outcomes of WWII
  5. The Global Divide and a Cold War
  6. Comparing Paths to the End of Communism
  7. Struggles for Independence in the Global South
  8. Genocide in World History: 1900-2000 Armenia to the Holocaust to Bosnia
- K.C. 6.3: New Conceptualizations of Global Economy, Society and Culture
1. Capitalism Unravels
  2. Global Communism
  3. Democracy Denied, the Rise of Fascist States
  4. The Recovery of Europe
  5. Revolutions as a Path to Communism: Russia & China
  6. Comparing Struggles for Independence
  7. Experiments with Freedom
  8. Transformation of the Global Economy
  9. Growth, Instability and Inequality
  10. Globalization and an American Empire
  11. The Globalization of Liberation Movements
  12. Ethnicity and Identity among Aboriginal Australians, the Maori, Pacific Islanders, Native Americans.
  13. Religion and Global Modernity
  14. Fundamentalism

### III. Instruction

A. Course Schedule: Monday through Friday, 45-50 minutes per class period.

B. Pacing :

1. Marking Period 1:
  - a. Unit s 1 & 2: Periods 1 & 2: 8,000 BCE – 600 CE
  - b. Unit 3: Period 3: 600 CE- 1450 CE (partial)
2. Marking Period 2:
  - a. Unit 3: Period 3: 600 CE- 1450 CE
  - b. Unit 4: Period 4: 1450 CE-1750 CE
3. Marking Period 3:
  - a. Unit 4: Period 4: 1450 CE-1750 CE
  - b. Unit 5: Period 5: 1740 CE-1914 CE
  - c. Unit 6:Period 6: 1914 CE- 2016 CE
4. Marking Period 4:
  - a. Unit 6: Period 6: 1614 CE- 2016 CE
  - b. Exam Preparation: always May 20xx

C. Methods

1. Teacher-directed lecture will be utilized in balance with differentiated instruction, inquiry-based learning, problem-solving, collaborative learning exercises, and summative and formative assessment methods.
2. The instructor with the help of the service learning coordinator will identify and select community resource people to provide experiences that extend and enrich the learning experience.
3. The librarian, in cooperation with the instructor, will identify evaluate and select library resource material that will enhance learning activities.
4. Role playing, simulation, critical thinking exercises, primary source evaluations and interpretation , group discussions, and sharing of literary selections will be used to help the students express attitudes and values.
5. The instructor will meet students' individual needs by selecting a variety of supplementary materials of varied levels of difficulty.
6. The instructor will modify learning activities for academically challenged students if needed.



7. The instructor will provide opportunities for research, analysis, evaluation, creativity and synthesis in expository writing.
8. The instructor will develop critical reading opportunities focusing on primary source documents from human history.
9. The instructor will expose student to career opportunities related to the learning of various cultures, traditions, languages, and histories of the global community.
10. The teacher will implement the use of technology through the use of the Promethean Board and laptops.

#### D. Resources

1. Strayer, Robert W. 2013. *Ways of the World: A Global History with Sources*. 2<sup>nd</sup> edition. Boston: Bedford/ St. Martin's.
2. Andrea, Alfred J. and Overfield, J.H. 2005. *The Human Record: Sources of Global History*. Vol. 1. 5<sup>th</sup> edition. Boston: Houghton Mifflin.
3. *Taking Sides: Clashing Views on Controversial Issues in World History, Volume I*, edited by Helen Buss Mitchell and Joseph R. Mitchell, New York, McGraw-Hill, 3<sup>rd</sup> ed., 2011
4. *Taking Sides: Clashing Views on Controversial Issues in World History, Volume II*, edited by Helen Buss Mitchell and Joseph R. Mitchell, New York, McGraw-Hill, 2<sup>nd</sup> ed., 2002
5. Google Earth, maps and atlases.
6. Videos
7. Internet access
8. Google Classroom

### IV. Assessment

- A. Procedures for Evaluation: Varied methods will be use to assess student progress and allow students to demonstrate their mastery of skills and content in the course.
  1. Observation
  2. Group Discussion
  3. Critical reading and writing assignments.
  4. Formative assessment and pre-test activities.
  5. Homework assignments.
  6. Collaborative, research-based projects
  7. Inquiry-based learning activities.
  8. Problem-solving activities based on human experience.
  9. Quizzes based on lecture and reading

- 10. Summative, formal tests.
- 11. Research Projects.
- 12. Advanced Placement Examination
- 13. Pre-test, post-test growth model assessment

B. Expected Levels of Achievement

Students are expected to achieve at least a minimum level of proficiency.  
Proficiency and related grades are defined as follows:

- A.....90 – 100%
- B.....80 - 89%
- C.....70 - 79%
- D.....60 - 69%

Appendix available with content and literacy standards.