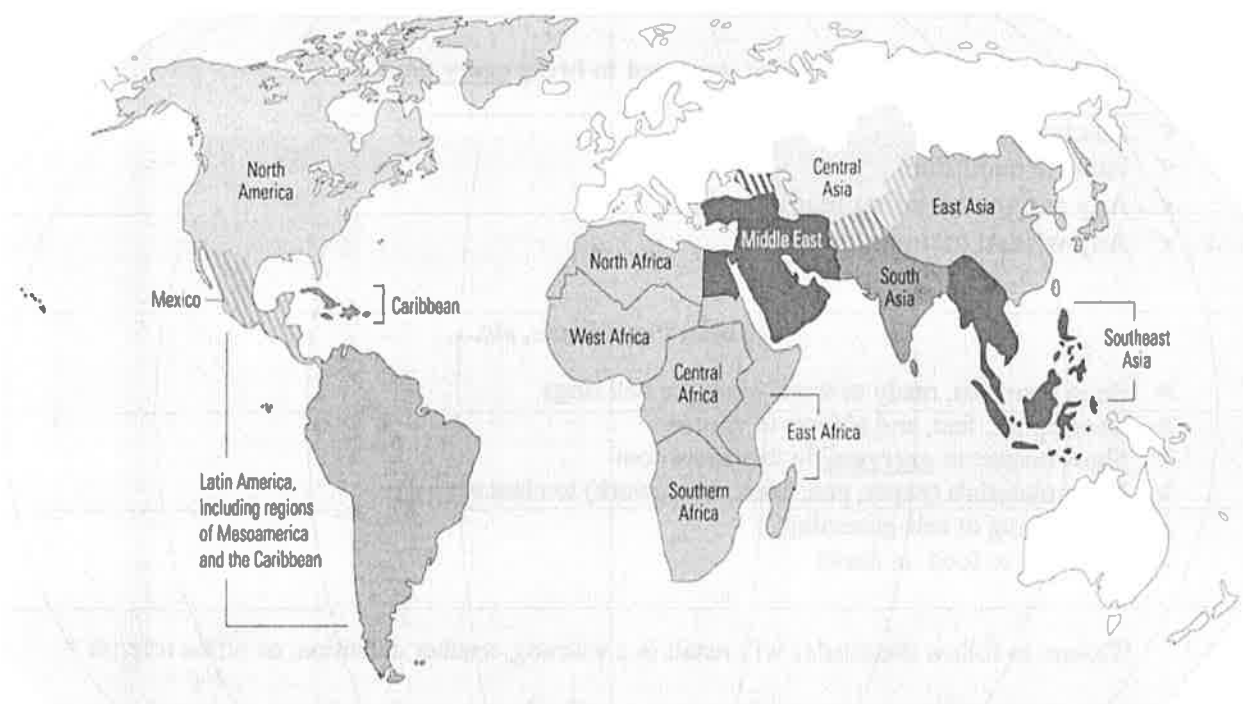


AP World History Course Overview

2019-2020



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Steven Faught

faughthistory.weebly.com

sfaught@bentonschools.org

AP World History, AP Art History

What you need to bring every day

- ✓ Macbook
- ✓ Paper, Pencil/Pen
- ✓ Any assigned reading/reading notes
- ✓ Any written assignments

Rules, Procedures, etc....

- Be in your seat, ready to work when the bell rings
- Keep hands, feet, and objects to yourself
- Show respect to everyone in this classroom
- Bring materials (paper, pen, book, homework) to class each day
- No sleeping or self-grooming
- No water or food on desks

*Failure to follow these rules will result in a warning, teacher detention, or office referral *

Other information

- ✓ You must read the assigned material in order to succeed in this class
- ✓ Complete sentences, paragraphs, and specific evidence are expected on written responses
- ✓ Productive class discussion is expected
- ✓ Ask questions
- ✓ I keep the classroom very cool – **If you are cold, bring a coat** (no joke)

***Remind* Sign Up (1st Day of School)**

Remind is a free, safe and easy-to-use way to instantly text students and parents. Teachers can send or schedule reminders, assignments, homework, assessments, or motivational messages directly to students' and parents' phones. Interactions are safe because phone numbers are always kept private and messages are one-way only. Teachers, students and parents can see messages from all classes in one place.

Units	Chronological Period*	Exam Weighting
Unit 1: The Global Tapestry	c. 1200 to c. 1450	8–10%
Unit 2: Networks of Exchange		8–10%
Unit 3: Land-Based Empires	c. 1450 to c. 1750	12–15%
Unit 4: Transoceanic Interconnections		12–15%
Unit 5: Revolutions	c. 1750 to c. 1900	12–15%
Unit 6: Consequences of Industrialization		12–15%
Unit 7: Global Conflict	c. 1900 to the present	8–10%
Unit 8: Cold War and Decolonization		8–10%
Unit 9: Globalization		8–10%

*Events, processes, and developments are not constrained by the given dates and may begin before, or continue after, the approximate dates assigned to each unit.

Themes

The themes serve as the connective tissue of the course and enable students to create meaningful connections across units. They are often broader ideas that become threads that run throughout the course. Revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding. Below are the themes of the course and a brief description of each.

THEME 1: HUMANS AND THE ENVIRONMENT (ENV)

The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

THEME 2: CULTURAL DEVELOPMENTS AND INTERACTIONS (CDI)

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

THEME 3: GOVERNANCE (GOV)

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

THEME 4: ECONOMIC SYSTEMS (ECN)

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

THEME 5: SOCIAL INTERACTIONS AND ORGANIZATION (SIO)

The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

THEME 6: TECHNOLOGY AND INNOVATION (TEC)

Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

Course at a Glance

Plan

The Course at a Glance provides a useful visual organization of the AP World History curricular components, including:

- Sequence of units, along with approximate weighting and suggested pacing. Please note, pacing is based on 45-minute class periods, meeting five days each week for a full academic year.
- Progression of topics within each unit.
- Spiraling of the themes and historical thinking skills across units.

Teach

HISTORICAL THINKING SKILLS

Historical thinking skills spiral across units.

1 Developments and Processes	4 Contextualization
2 Sourcing and Situation	5 Making Connections
3 Claims and Evidence in Sources	6 Argumentation

THEMES

Themes spiral across units.

ENV Humans and the Environment	ECN Economic Systems
CDI Cultural Developments and Interactions	SIO Social Interactions and Organization
GOV Governance	TEC Technology and Innovation

Assess

Assign the Personal Progress Checks—either as homework or in class—for each unit. Each Personal Progress Check contains formative multiple-choice and free-response questions. The feedback from the Personal Progress Checks shows students the areas where they need to focus.

1

UNIT 1
The Global Tapestry
c. 1200 to c. 1450

~10–13 Class Periods

8–10% AP Exam Weighting

GOV		1.1 Developments in East Asia from c. 1200 to c. 1450
CDI		
ECN		
4		
CDI		1.2 Developments in Dar al-Islam from c. 1200 to c. 1450
GOV		
TEC		
1		
CDI		1.3 Developments in South and Southeast Asia from c. 1200 to c. 1450
GOV		
3		
GOV		1.4 State Building in the Americas
3		
GOV		1.5 State Building in Africa
1		
CDI		1.6 Developments in Europe from c. 1200 to c. 1450
GOV		
SIO		
1		
6		1.7 Comparison in the Period from c. 1200 to c. 1450

Personal Progress Check 1
Multiple-choice: ~15 questions
Short-answer: 2 questions

- Primary source (partial)
- Primary source (partial)

Free-response: 1 question

- Long essay (partial)

2

UNIT 2
Networks of Exchange
c. 1200 to c. 1450

~10–13 Class Periods

8–10% AP Exam Weighting

ECN		2.1 The Silk Roads
4		
GOV		2.2 The Mongol Empire and the Making of the Modern World
ECN		
CDI		
5		
ECN		2.3 Exchange in the Indian Ocean
CDI		
ENV		
5		
TEC		2.4 Trans-Saharan Trade Routes
GOV		
1		
CDI		2.5 Cultural Consequences of Connectivity
2		
ENV		2.6 Environmental Consequences of Connectivity
5		
6		2.7 Comparison of Economic Exchange

Personal Progress Check 2
Multiple-choice: ~15 questions
Short-answer: 2 questions

- Primary source
- Primary source

Free-response: 1 question

- Long essay (partial)

**UNIT
3**

Land-Based Empires

c. 1450 to c. 1750

~8–11 Class Periods | **12–15%** AP Exam Weighting

GOV 1	3.1 Empires Expand
GOV 4	3.2 Empires: Administration
CDI 2	3.3 Empires: Belief Systems
6	3.4 Comparison in Land-Based Empires

Personal Progress Check 3

Multiple-choice: ~10 questions

Short-answer: 2 questions

- Primary source
- Primary source

Free-response: 1 question

- Long essay (partial)

**UNIT
4**

Transoceanic Interconnections

c. 1450 to c. 1750

~22–25 Class Periods | **12–15%** AP Exam Weighting

TEC 4	4.1 Technological Innovations from 1450 to 1750
GOV ECN 5	4.2 Exploration: Causes and Events from 1450 to 1750
ENV 3	4.3 Columbian Exchange
GOV ECN SIO 2	4.4 Maritime Empires Established
ECN GOV SIO CDI 3	4.5 Maritime Empires Maintained and Developed
GOV 4	4.6 Internal and External Challenges to State Power from 1450 to 1750
SIO 3	4.7 Changing Social Hierarchies from 1450 to 1750
6	4.8 Continuity and Change from 1450 to 1750

Personal Progress Check 4

Multiple-choice: ~15 questions

Short-answer: 2 questions

- Primary source
- Secondary source

Free-response: 1 question

- Long essay (partial)

**UNIT
5**

Revolutions

c. 1750 to c. 1900

~20–23 Class Periods | **12–15%** AP Exam Weighting

CDI SIO 3	5.1 The Enlightenment
GOV 3	5.2 Nationalism and Revolutions in the Period from 1750 to 1900
ENV 1	5.3 Industrial Revolution Begins
TEC 5	5.4 Industrialization Spreads in the Period from 1750 to 1900
TEC 1	5.5 Technology of the Industrial Age
GOV 8	5.6 Industrialization: Government's Role from 1750 to 1900
ECN 5	5.7 Economic Developments and Innovations in the Industrial Age
SIO 2	5.8 Reactions to the Industrial Economy from 1750 to 1900
SIO 4	5.9 Society and the Industrial Age
6	5.10 Continuity and Change in the Industrial Age

Personal Progress Check 5

Multiple-choice: ~25 questions

Short-answer: 2 questions

- Secondary source
- No source

Free-response: 2 questions

- Long essay (partial)
- Document-based (partial)

**UNIT
6**

Consequences of Industrialization
c. 1750 to c. 1900

~12-15 Class Periods | **12-15%** AP Exam Weighting

CDI 4	6.1 Rationales for Imperialism from 1750 to 1900
GOV 4	6.2 State Expansion from 1750 to 1900
GOV 2	6.3 Indigenous Responses to State Expansion from 1750 to 1900
ENV 2	6.4 Global Economic Development from 1750 to 1900
ECN 4	6.5 Economic Imperialism from 1750 to 1900
ENV 5 ECN 5	6.6 Causes of Migration in an Interconnected World
SIO 5	6.7 Effects of Migration
6	6.8 Causation in the Imperial Age

Personal Progress Check 6

Multiple-choice: ~20 questions

Short-answer: 2 questions

- No source
- Primary source

Free-response: 1 question

- Document-based (partial)

**UNIT
7**

Global Conflict
c. 1900 to the present

~9-12 Class Periods | **8-10%** AP Exam Weighting

GOV 4	7.1 Shifting Power After 1900
GOV 1	7.2 Causes of World War I
TEC 3	7.3 Conducting World War I
ECN 2	7.4 The Economy in the Interwar Period
GOV 2	7.5 Unresolved Tensions After World War I
GOV 2	7.6 Causes of World War II
GOV 3	7.7 Conducting World War II
SIO 5	7.8 Mass Atrocities After 1900
6	7.9 Causation in Global Conflict

Personal Progress Check 7

Multiple-choice: ~25 questions

Short-answer: 2 questions

- Secondary source
- No source

Free-response: 1 question

- Document-based

**UNIT
8**

Cold War and Decolonization
c. 1900 to the present

~14-17 Class Periods | **8-10%** AP Exam Weighting

GOV 4	8.1 Setting the Stage for the Cold War and Decolonization
CDI 2	8.2 The Cold War
GOV 5	8.3 Effects of the Cold War
ECN 2 SIO 2	8.4 Spread of Communism After 1900
GOV 5	8.5 Decolonization After 1900
GOV 3 ECN 3	8.6 Newly Independent States
CDI 2	8.7 Global Resistance to Established Order After 1900
GOV 1	8.8 End of the Cold War
6	8.9 Causation in the Age of the Cold War and Decolonization

Personal Progress Check 8

Multiple-choice: ~25 questions

Short-answer: 2 questions

- No source
- Primary source

Free-response: 1 question

- Document-based

**UNIT
9**

Globalization
c. 1900 to the present

~8–11

Class
Periods

8–10%

AP Exam
Weighting

TEC 5	9.1 Advances in Technology and Exchange After 1900
ENV 5	9.2 Technological Advances and Limitations After 1900: Disease
ENV 4	9.3 Technological Advances: Debates About the Environment After 1900
ECN 2	9.4 Economics in the Global Age
SIO 4	9.5 Calls for Reform and Responses After 1900
CDI 4	9.6 Globalized Culture After 1900
CDI 2	9.7 Resistance to Globalization After 1900
GOV 3	9.8 Institutions Developing in a Globalized World
6	9.9 Continuity and Change in a Globalized World

Personal Progress Check 9

Multiple-choice: ~25 questions

Short-answer: 2 questions

- Secondary source
- No source

Free-response: 1 question

- Long essay



AP Historical Thinking Skills

Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6
<p>Developments and Processes 1.A Identify and explain historical developments and processes.</p>	<p>Sourcing and Situation 2.A Analyze sourcing and situation of primary and secondary sources.</p>	<p>Claims and Evidence in Sources 3.A Analyze arguments in primary and secondary sources.</p>	<p>Contextualization 4.A Analyze the context of historical events, developments, or processes.</p>	<p>Making Connections 5.A Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.</p>	<p>Argumentation 6.A Develop an argument.</p>
<p>1.A.A Identify a historical concept, development, or process.</p> <p>1.A.B Explain a historical concept, development, or process.</p>	<p>2.A.A Identify a source's point of view, purpose, historical situation, and/or audience.</p> <p>2.A.B Explain the point of view, purpose, historical situation, and/or audience of a source.</p> <p>2.A.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.</p>	<p>3.A.A Identify and describe a claim and/or argument in a text-based or non-text-based source.</p> <p>3.A.B Identify the evidence used in a source to support an argument.</p> <p>3.A.C Compare the arguments or main ideas of two sources.</p> <p>3.A.D Explain how claims or evidence support, modify, or refute a source's argument.</p>	<p>4.A.A Identify and describe a historical context for a specific historical development or process.</p> <p>4.A.B Explain how a specific historical development or process is situated within a broader historical context.</p>	<p>5.A.A Identify patterns among or connections between historical developments and processes.</p> <p>5.A.B Explain how a historical development or process relates to another historical development or process.</p> <p>5.A.C Use historical reasoning to explain relationships among pieces of historical evidence.</p> <p>5.A.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:</p> <ul style="list-style-type: none"> Explain nuance of an issue by analyzing multiple variables. Explain relevant and insightful connections within and across periods. Explain the relative historical significance of a source's credibility and limitations. Explain how or why a historical claim or argument is or is not effective. 	<p>6.A.A Make a historically defensible claim.</p> <p>6.A.B Support an argument using specific and relevant evidence.</p> <ul style="list-style-type: none"> Describe specific examples of historically relevant evidence. Explain how specific examples of historically relevant evidence support an argument. <p>6.A.C Use historical reasoning to explain relationships among pieces of historical evidence.</p> <p>6.A.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:</p> <ul style="list-style-type: none"> Explain nuance of an issue by analyzing multiple variables. Explain relevant and insightful connections within and across periods. Explain the relative historical significance of a source's credibility and limitations. Explain how or why a historical claim or argument is or is not effective.

SKILLS




Reasoning Processes

Reasoning processes describe the cognitive operations that students will be required to apply when engaging with the historical thinking skills on the AP Exam. The reasoning processes ultimately represent the way practitioners think in the discipline. Specific aspects of the cognitive process are defined under each reasoning process.

Reasoning Process 1	Reasoning Process 2	Reasoning Process 3
<i>Comparison</i>	<i>Causation</i>	<i>Continuity and Change</i>
<ul style="list-style-type: none">▪ 1.i: Describe similarities and/or differences between different historical developments or processes.▪ 1.ii: Explain relevant similarities and/or differences between specific historical developments and processes.▪ 1.iii: Explain the relative historical significance of similarities and/or differences between different historical developments or processes.	<ul style="list-style-type: none">▪ 2.i: Describe causes and/or effects of a specific historical development or process.▪ 2.ii: Explain the relationship between causes and effects of a specific historical development or process.▪ 2.iii: Explain the difference between primary and secondary causes and between short- and long-term effects.▪ 2.iv: Explain how a relevant context influenced a specific historical development or process.▪ 2.v: Explain the relative historical significance of different causes and/or effects.	<ul style="list-style-type: none">▪ 3.i: Describe patterns of continuity and/or change over time.▪ 3.ii: Explain patterns of continuity and/or change over time.▪ 3.iii: Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

Spiraling the Themes

The following table shows how the themes spiral across units.

Big Ideas	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
 Humans and the Environment ENV	✓	✓	✓	✓	✓	✓	✓	✓	✓
Cultural Developments and Interactions CDI	✓	✓	✓	✓	✓	✓	✓	✓	✓
Governance GOV	✓	✓	✓	✓	✓	✓	✓	✓	✓
Economic Systems ECN	✓	✓	✓	✓	✓	✓	✓	✓	✓
Social Interactions and Organization SIO	✓	✓	✓	✓	✓	✓	✓	✓	✓
Technology and Innovation TEC	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<i>The Global Tapestry</i>	<i>Networks of Exchange</i>	<i>Land-Based Empires</i>	<i>Transoceanic Interconnections</i>	<i>Revolutions</i>	<i>Consequences of Industrialization</i>	<i>Global Conflict</i>	<i>Cold War and Decolonization</i>	<i>Globalization</i>

Geographical Coverage

The AP World History: Modern course requires that students learn world history from a global perspective. Balanced coverage of the regions within the course ensures that a single region is not situated at the center of the historical narrative.

Students need basic geographical knowledge in order to understand world history. Geospatial awareness is also essential for students to build an understanding of the cross-cultural contacts, trade routes, migrations, etc., which are important concepts in the AP World History course.

The two maps that follow give students a starting point for identifying regions and their locations relative to other regions and landforms. These maps are a reference point for teachers and students alike. Because geographic naming conventions are not universal, these maps define regions and show the locations and commonly used names of regions that students are likely to encounter on the AP World History Exam.

- **Map 1. AP World History: World Regions—A Big Picture View** identifies five major geographical regions: Africa, the Americas, Asia, Europe, and Oceania.

AP WORLD HISTORY: WORLD REGIONS—A BIG PICTURE VIEW



- **Map 2. AP World History: World Regions—A Closer Look** identifies various subregions within the five major geographical regions.

AP WORLD HISTORY: WORLD REGIONS—A CLOSER LOOK

