



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Advanced Placement World History Grade Level(s): 11-12 Units of Credit: 1 Classification: Elective	Length of Course: 30 cycles Periods Per Cycle: 6 Length of Period: 43 minutes Total Instructional Time: 129 hours
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Course Description

Advanced Placement World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE (Before the Common Era) to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. Advanced Placement World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.

Instructional Strategies, Learning Practices, Activities, and Experiences

Discussions Notetaking Group Work Document Analysis	Debates Document Based Writing Activities Pair-Share	Independent Topic Research Simulation Film Clip Analysis
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Assessments

Quizzes Tests	Essays Term Paper	DBQ's (document-based question) FRQ's (free response question)
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Materials/Resources

Textbook Primary Documents	Secondary Text Sources Maps	Online Resources AP Test Preparation Documents
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Adopted: 5/16/16
Revised:

Period 1: Technological and Environmental Transformations, to c. 600 BCE	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><u>Length of Unit:</u> 4-6 days</p> <p><u>Overview of Unit:</u> Ancient River Valley Civilizations</p> <p><u>Instructional Topics:</u> Topic 1: Paleolithic and Neolithic Ages Topic 2: Ancient River Valley Civilizations</p> <p><u>Priority Standards for Unit:</u></p> <ul style="list-style-type: none"> ● Key Concept 1.1. Big Geography and Peopling of the Earth ● Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies ● Key Concept 1.3. The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. How did the transition from the Paleolithic to the Neolithic Age impact the way of life for human beings? 2. Why did early civilizations develop near river valleys? 3. How did ancient societies interact with and influence each other? <p><u>Big Ideas:</u></p> <ol style="list-style-type: none"> 1. The transition from the Paleolithic to the Neolithic Age caused a shift from nomadic, hunter-gatherer lifestyles to settled, agricultural lifestyles and pastoral lifestyles. 2. Early civilizations developed near river valleys because of their ample resources for farming and other economic activities. 3. Ancient Civilizations came in contact with each other through trade, migration, and warfare. They influenced the development of technology, religions, writing systems, and other aspects of culture <p><u>State Standards:</u></p> <p>8.1.9A. - Analyze chronological thinking. 8.1.9B. - Analyze and interpret historical sources. 8.1.9C. - Analyze the fundamentals of historical interpretation. 8.1.9D. - Analyze and interpret historical research. 8.1.12B - Synthesize and evaluate historical sources. 8.1.12C. - Evaluate historical interpretation of events. 8.1.12D. - Synthesize historical research. 8.4.9A. - Analyze the significance of individuals and groups who made major political and cultural contributions to world history before 1500. 8.4.9B. - Analyze historical documents, material artifacts, and historic sites important to world history before 1500. 8.4.9C. - Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles of women before 1500. 8.4.9D. - Analyze how conflict and cooperation among social groups and organizations impacted world history through 1500 in Africa, Americas, Asia, and Europe.</p>

Period 2: Organization and Reorganization of Human Societies, c. 600 BCE to c. 600 CE	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><u>Length of Unit:</u> 12-13 days</p> <p><u>Overview of Unit:</u> Classical Civilizations and Empires</p> <p><u>Instructional Topics:</u> Topic 1: Classical Political Organization Topic 2: Religious and Philosophical Movements</p> <p><u>Priority Standards for Unit:</u></p> <ul style="list-style-type: none"> ● Key Concept 2.1. The development and codification of religious and cultural traditions ● Key Concept 2.2. The development of states and empire ● Key Concept 2.3. Emergence of transregional networks of communication and exchange 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. How did classical civilizations and empire develop similarly and differently in regards to imperial administration, social structures, and economic systems? 2. How do religious and philosophical systems spread and impact the development of classical civilizations and empires? 3. What commercial trade routes developed in the classical period and how did they impact the culture and the economic systems of big empires? <p><u>Big Ideas:</u></p> <ol style="list-style-type: none"> 1. Classical civilizations and empires have developed complex bureaucratic administrative systems, patriarchal/hierarchical social structures, and centralized economic systems based on agriculture and trade. 2. Religious and philosophical systems spread through trade, migration, and warfare and changed classical civilizations effecting their political and social structures in different ways. 3. Commercial trade routes such as the Silk Road developed allowing far flung empires to exchange luxury goods as well as spread religions such as Christianity and Buddhism. <p><u>State Standards:</u></p> <p>8.1.9A. - Analyze chronological thinking. 8.1.9B. - Analyze and interpret historical sources. 8.1.9C. - Analyze the fundamentals of historical interpretation. 8.1.9D. - Analyze and interpret historical research. 8.1.12B - Synthesize and evaluate historical sources. 8.1.12C. - Evaluate historical interpretation of events. 8.1.12D. - Synthesize historical research. 8.4.9A. - Analyze the significance of individuals and groups who made major political and cultural contributions to world history before 1500. 8.4.9B. - Analyze historical documents, material artifacts, and historic sites important to world history before 1500. 8.4.9C. - Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles of women before 1500. 8.4.9D. - Analyze how conflict and cooperation among social groups and organizations impacted world history through 1500 in Africa, Americas, Asia, and Europe.</p>

Period 3: Regional and Transregional Interactions, c. 600 CE to 1450 CE	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><u>Length of Unit:</u> 16-19 days</p> <p><u>Overview of Unit:</u> Post-Classical World</p> <p><u>Instructional Topics:</u> Topic 1: Trade Routes by Land and Sea Topic 2: Rise of Asian Dominance Topic 3: Impact of Disease, Technology, and Migrations</p> <p><u>Priority Standards for Unit:</u></p> <ul style="list-style-type: none"> ● Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks ● Key Concept 3.2. Continuity and Innovation of State Forms and Their Interactions ● Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. How did the networks of communication and exchange change and stay the same during the Post-Classical Era? 2. What new political structures and belief systems developed from 600-1450 CE and how did they impact the interaction between societies? 3. Why are there both positive and negative consequences of navigational technology? <p><u>Big Ideas:</u></p> <ol style="list-style-type: none"> 1. During the Post-Classical time frame, the Silk Road and Indian Ocean trade routes expanded in their use while new trade routes, such as the Trans-Saharan route, were spurred by increasing contacts between regions. 2. New political structures and belief systems develop in the Middle East, Europe, and Asia leading to the exchange of goods and ideas through trade and conflict. 3. Navigational technology made trade and communication easier and faster, but also led to the spread of disease and increase in conflict between civilizations. <p><u>State Standards:</u></p> <p>8.1.9A. - Analyze chronological thinking. 8.1.9B. - Analyze and interpret historical sources. 8.1.9C. - Analyze the fundamentals of historical interpretation. 8.1.9D. - Analyze and interpret historical research. 8.1.12B - Synthesize and evaluate historical sources. 8.1.12C. - Evaluate historical interpretation of events. 8.1.12D. - Synthesize historical research. 8.4.9A. - Analyze the significance of individuals and groups who made major political and cultural contributions to world history before 1500. 8.4.9B. - Analyze historical documents, material artifacts, and historic sites important to world history before 1500. 8.4.9C. - Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles of women before 1500. 8.4.9D. - Analyze how conflict and cooperation among social groups and organizations impacted world history through 1500 in Africa, Americas, Asia, and Europe.</p>

Period 4: Global Interactions c. 1450 CE to 1750 CE	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><u>Length of Unit:</u> 16-19 days</p> <p><u>Overview of Unit:</u> Exploration and Globalization</p> <p><u>Instructional Topics:</u> Topic 1: Colombian Exchange Topic 2: Rise of Trading and Land-Based Empires Topic 3: Imperial Expansion and Consolidation Topic 4: Impact of the Silver Trade</p> <p><u>Priority Standards for Unit:</u></p> <ul style="list-style-type: none"> ● Key Concept 4.1. Globalizing Networks of Communication and Exchange ● Key Concept 4.2. New Forms of Social Organization and Modes of Production ● Key Concept 4.3. State Consolidation and Imperial Expansion 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. How did colonization impact the environment and demographics of both the Eastern and Western Hemispheres? 2. How did new empires expand differently than previous periods? 3. How does globalization impact the development of new social classes and forms of labor? <p><u>Big Ideas:</u></p> <ol style="list-style-type: none"> 1. The emergence of the Atlantic trade circuit has a negative impact on the population of the Americas and Africa through the spread of disease and the slave trade; however, the movement of new animals and crops will dramatically improve the lives of many in the Americas and Europe. 2. New empires expanded through trade and conquest, using new navigational technology and new military technology with the emergence of gunpowder. 3. The development of new economic systems and trade contribute to the emergence of new political and economic elites, as well as new hierarchies based on ethnicity and race. <p><u>State Standards:</u></p> <p>8.1.9A. - Analyze chronological thinking. 8.1.9B. - Analyze and interpret historical sources. 8.1.9C. - Analyze the fundamentals of historical interpretation. 8.1.9D. - Analyze and interpret historical research. 8.1.12B - Synthesize and evaluate historical sources. 8.1.12C. - Evaluate historical interpretation of events. 8.1.12D. - Synthesize historical research. 8.4.12A. - Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450. 8.4.12B. - Evaluate historical documents, material artifacts, and historic sites important to world history since 1450. 8.4.12C. - Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles of women since 1450. 8.4.12D. - Analyze how conflict and cooperation among social groups and organizations impacted world history since 1450 in Africa, Americas, Asia, and Europe.</p>

Period 5: Industrialization and Global Integration, c. 1750 to c. 1900	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><u>Length of Unit:</u> 16-19 days</p> <p><u>Overview of Unit:</u> Industrialization and the Global Integration in the Modern World</p> <p><u>Instructional Topics:</u> Topic 1: Political Revolutions Topic 2: The Industrial Revolution</p> <p><u>Priority Standards for Unit:</u></p> <ul style="list-style-type: none"> ● Key Concept 5.1. Industrialization and Global Capitalism ● Key Concept 5.2. Imperialism and Nation-State Formation ● Key Concept 5.3. Nationalism, Revolution, and Reform ● Key Concept 5.4. Global Migration 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. How did revolutions change political systems around the world? 2. What happened during the Industrial Revolution and how did this change the economic and social structure of societies? 3. Why did Imperialism begin and how did it impact mother countries and colonies? <p><u>Enduring Understanding/Big Ideas:</u></p> <ol style="list-style-type: none"> 1. The American, French, Latin American, and Haitian Revolutions drastically changed political organizations and influenced other countries and colonies to explore ideas of nationalism and overthrow systems of monarchy. 2. During the Industrial Revolution, new technology and methods of production completely changed the ways of life of people in industrializing societies, restructuring the roles of various social classes and modifying the means of trade between regions. 3. Imperialism was spurred by the need for raw materials and new markets brought on by the Industrial Revolution. Lesser developed nations were conquered and exploited by industrialized nations. <p><u>State Standards:</u></p> <p>8.1.9A. - Analyze chronological thinking. 8.1.9B. - Analyze and interpret historical sources. 8.1.9C. - Analyze the fundamentals of historical interpretation. 8.1.9D. - Analyze and interpret historical research. 8.1.12B - Synthesize and evaluate historical sources. 8.1.12C. - Evaluate historical interpretation of events. 8.1.12D. - Synthesize historical research. 8.4.12A. - Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450. 8.4.12B. - Evaluate historical documents, material artifacts, and historic sites important to world history since 1450. 8.4.9C. - Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles of women before 1500. 8.4.9D. - Analyze how conflict and cooperation among social groups and organizations impacted world history through 1500 in Africa, Americas, Asia, and Europe.</p>

Period 6: Accelerating Global Change and Realignment, c. 1900 to the Present	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><u>Length of Unit:</u> 16-19 days</p> <p><u>Overview of Unit:</u> Post-Modern World</p> <p><u>Instructional Topics:</u> Topic 1: Global Conflicts Topic 2: Advances in Science and Technology Topic 3: Society and Culture in a Post-Modern World</p> <p><u>Priority Standards for Unit:</u></p> <ul style="list-style-type: none"> ● Key Concept 6.1. Science and the Environment ● Key Concept 6.2. Global Conflicts and Their Consequences ● Key Concept 6.3. New Conceptualizations of Global Economy, Society, and Culture 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. How do scientific and technological advances impact the environment and demographics globally? 2. Why are the World Wars and the Cold War examples of modern warfare and how do they change the global political landscape? 3. How have the events of the 20th and 21st century shaped the development of new economic, social, and cultural structures? <p><u>Enduring Understanding/Big Ideas:</u></p> <ol style="list-style-type: none"> 1. Growing population worldwide has been supported by new advances in transportation and medicine while new technology has allowed humans to consume more resources impacting the environment. 2. Technological advancements have dominated warfare in the 20th century causing human casualties on an unprecedented scale while leading to political divisions such as Cold War rivalries, Decolonization, and new nationalistic movements. 3. The end of global conflicts of the 20th century as well as increasing globalization have caused the rise of popular and consumer cultures, reevaluation of the traditional social hierarchy, and growth of international economic organizations and trade networks. <p><u>State Standards:</u></p> <p>8.1.9A. - Analyze chronological thinking. 8.1.9B. - Analyze and interpret historical sources. 8.1.9C. - Analyze the fundamentals of historical interpretation. 8.1.9D. - Analyze and interpret historical research. 8.1.12B. - Synthesize and evaluate historical sources. 8.1.12C. - Evaluate historical interpretation of events. 8.1.12D. - Synthesize historical research. 8.4.12A. - Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450. 8.4.12B. - Evaluate historical documents, material artifacts, and historic sites important to world history since 1450. 8.4.12C. - Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles of women since 1450. 8.4.12D. - Analyze how conflict and cooperation among social groups and organizations impacted world history since 1450 in Africa, Americas, Asia, and Europe.</p>