

Colton Joint Unified School District Course of Study
**High School Course Description for
Advanced Placement World History (SOC561/562)**

Course Title: Advanced Placement (AP) World History

Curricular Area: Social Science

Course Number: SOC561/562

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 - History/Social Science

Meets NCAA Requirement: Yes

Meets High School Graduation Requirement for:
History/Social Science - 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 to:

1. The 10th Grade History-Social Science Ca. Standards Test (CST) Blueprint (adopted by the State Board of Education October 2002, updated November 2005)
2. The *AP® World History Course Description* (see http://www.collegeboard.com/student/testing/ap/sub_worldhist.html).
3. The Standards for Literacy in Reading and Writing for History-Social Studies, Science, and Technical Subjects Grades 6-12 (Adopted by the State Board of Education August 2, 2010 and modified on March 13, 2013.)

Instructional Materials

Required Textbook(s)

#1. Strayer, Robert W. and Eric W. Nelson (2016) *Ways of the World with Sources* (3rd edition) Bedford/St. Martins ISBN: 978-1-319-02272-36. (primary textbook)

<http://www.macmillanlearning.com/Catalog/product/waysoftheworldwithsourcesforap-thirdedition-strayer>

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

Supplemental Materials

#1. Wiesner, Merry E. *et al* (2006) *Discovering The Global Past: A Look at the Evidence* (3rd edition). Houghton

Curriculum Council Approved: September 13, 2016

Board Approved: October 6, 2016

Page 1 of 8

O:\ESD-712\Course Descriptions & Pacing Guides\High School Courses of Study\Soc Sci Hi Sch\Advanced Placement\World_History_AP_HS_Course_Description.doc

Colton Joint Unified School District Course of Study
**High School Course Description for
Advanced Placement World History (SOC561/562)**

Mifflin ISBN: 978-0-618-86214-6 (supplemental reading)

http://www.mcdougallittell.com/store/ProductCatalogController?cmd=Browse&subcmd=LoadDetail&ID=1007200000068317&frontOrBack=F&division=M01&sortProductsBy=SEQ_TITLE&sortEntriesBy=SEQ_NAME#order

#2. 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.

Exit Criteria

Unit Guides/Homework/Comprehensive Notebook: 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%

Projects: Students will complete projects individually and/or in groups that are designed to assist students in mastering the curriculum. This could include mapping, charts, graphs, role playing, demonstrating continuity and change over time, comparisons, etc. Students may be given choices on how to present their projects such as using PowerPoint, posters, skits, or other media sources. 30%

Assessments- Quizzes/Unit Tests/Writing Tasks: 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. Final exams (In first semester students will take a modified AP style exam based upon where class content is with regards to curriculum. In second semester, students will be to take the AP Exam administered by the College Board. In the event that the student does not take the AP exam, the student will be given an alternate assignment.) 40%

AP Exam Review: Students will be responsible to demonstrate their preparation for the AP Exam through individual and group activities and discussions. Preparation activities may include online AP exam review, practice tests, review organizers, writing, and other activities deemed appropriate for test preparation 10%

100%

Curriculum Council Approved: September 13, 2016

Board Approved: October 6, 2016

Page 2 of 8

O:\ESD-712(Course Descriptions & Pacing Guides)\High School Courses of Study\Soc Sci Hi Sch\Advanced Placement\World_History_AP_HS_Course_Description.doc

Colton Joint Unified School District Course of Study
**High School Course Description for
Advanced Placement World History (SOC561/562)**

Learning Experiences and Instruction:

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the grade level content standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the fourth quarter. All instruction will be based on the “I do, We do, You do” scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Annotated reading
- Think-pair-share
- Reciprocal teaching
- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Text-based questioning strategies
- Graphic organizers/concept attainment
- Student-led groups
- Peer pairing
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

Support for English Language Learners:

Extra time or modified versions of assignments will be given. The District will provide a language assistant. Additional strategies will be developed through the Response to Intervention plans –such as:

- SDAIE strategies
- Texts/materials in first language.
- Flexible grouping
- Structured engagement
- Peer pairing
- Academic vocabulary development
- Realia

Support for Special Education Students:

Extra time or modified versions of assignments will be given. The District will provide an instructional assistant. Additional strategies will be developed through the Individual Education Plan process – such as:

- Realia
- Texts/materials in first language
- SDAIE strategies
- Flexible grouping
- Peer pairing
- Audio & visual aids
- Individualized academic instruction
- Modified assignments
- Modified texts
- Testing accommodations
- Tutoring (peer & teacher)

Stretching the Lesson for GATE Students:

Differentiated curriculum will be provided to challenge the student and provide the student with opportunities to develop their identified talent. Teachers will use a variety of the following:

- Independent study supplemented with mentoring/tutoring
- Compacting
- Acceleration
- Depth & Complexity icons
- Modified texts
- Modified assignments
- Flexible grouping
- Inquiry-based Learning
- Enriched materials and learning experiences

Curriculum Council Approved: September 13, 2016

Board Approved: October 6, 2016

Page 3 of 8

Colton Joint Unified School District Course of Study
**High School Course Description for
Advanced Placement World History (SOC561/562)**

Unit Guide

- Units 1 & 2: 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. Strayer, *Ways of the World*, 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. Strayer, *Ways of the World*, Chapters 1 and 2.
 - b. Wiesner, *The Global Past*, Ch. 4
 - 3. Activities and Assessments:
 - a. Quizzes on Ch 1 and 2, Unit 1 Assessment
 - 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:

Curriculum Council Approved: September 13, 2016

Board Approved: October 6, 2016

Page 4 of 8

O:\ESD-712(Course Descriptions & Pacing Guides)\High School Courses of Study\Soc Sci Hi Sch\Advanced Placement\World_History_AP_HS_Course_Description.doc

Colton Joint Unified School District Course of Study
**High School Course Description for
Advanced Placement World History (SOC561/562)**

- 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. Strayer, *Ways of the World*, Chapter 4
 - b. Wiesner, *The Global Past*, Ch. 5
 3. Activities and Assessments:
 - a. Test on Ch 4- Religions
 - 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 (2 week)
1. Topic:
 - a. How and why do empires rise and fall.
 2. Empires and Interactions
 - a. Rome
 - b. China
 - c. India
 3. Readings:
 - a. Strayer, *Ways of the World*, Chapters 3 and 5
 4. Activities and Assessments:
 - a. Change over time essay.
 - b. Quizzes on Chapters 3 and 5, Unit 2 Assessment

Unit 3: Encounters and Exchanges, 600 C.E. to 1450 (6 weeks).

- A. Topics
1. Trade Routes and the diffusion of ideas and technology (1 week)
 - a. Land Routes of Afro-Eurasian Trade
 - b. Sea trade and cultural exchange
 2. Amerindian Civilizations (1/2 week)
 - a. Mesoamerican and South America
 3. African Kingdoms and Empires (1/2 week)
 - a. West Africa
 4. China and the World (1 week)
 5. The Worlds of Islam (1 week)
 6. Worlds of Christendom (1 week)
 7. Pastoral Peoples on the Global Stage (1 week)
- B. Readings:
1. Strayer, *Ways of the World*, Chapters 6-12

Curriculum Council Approved: September 13, 2016

Board Approved: October 6, 2016

Page 5 of 8

O:\ESD-712\Course Descriptions & Pacing Guides\High School Courses of Study\Soc Sci Hi Sch\Advanced Placement\World_History_AP_HS_Course_Description.doc

Colton Joint Unified School District Course of Study
**High School Course Description for
Advanced Placement World History (SOC561/562)**

- C. Activities and Assessments
 - 1. Quizzes on each chapter
 - 2. Unit 3 Assessment include a comparison and a change over time essay questions.
 - 3. Socratic seminar-Is global interaction good or bad?
 - 4. DBQ group project-group practice for interpreting documents.

Unit 4: The First Global Age, 1450 to 1750 (4 weeks).

- A. Topics
 - 1. Political Transformations: Empires and Encounters (2 weeks)
 - a. European Empires
 - b. Colonial Societies
 - c. Russian Empire
 - d. Asian Empires: Gunpowder Empires (Ottoman, Mughal, Safavid)
 - 2. Economic Transformations: Commerce and Consequence (1 week)
 - a. Advantages and disadvantages of global trade
 - b. Long term effect of Africa, Asia, Europe, and the Americas.
 - c. Trade routes
 - d. Slavery
 - e. Asian migrations
 - 3. Cultural Transformations: Religion and Science (1 weeks).
 - a. Christianity goes global
 - b. Afro-Asian Cultural Traditions
 - c. Birth of Modern Science
- B. Readings:
 - 1. Strayer, *Ways of the World*, Chapters 13-15.
 - 2. Wiesner, *The Global Past*, Ch. 14
- C. Activities and Assessments
 - 1. Quizzes on each chapter 13 - 15.
 - 2. Unit 4 Assessment with a change over time essay.
 - 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.

END OF SEMESTER ONE

Curriculum Council Approved: September 13, 2016

Board Approved: October 6, 2016

Page 6 of 8

O:\ESD-712(Course Descriptions & Pacing Guides)\High School Courses of Study\Soc Sci Hi Sch\Advanced Placement\World_History_AP_HS_Course_Description.doc

Colton Joint Unified School District Course of Study
**High School Course Description for
Advanced Placement World History (SOC561/562)**

Unit 5: Revolutions and Empires, 1750 to 1914 (5 weeks).

A. Topics

1. Atlantic Revolutions (1 week)
 - a. New philosophies
 - b. Political revolutions
2. Industrialization (1 week)
 - a. Rise of European power
 - b. Demographic changes
 - c. Karl Marx and the working class
3. Colonial Encounters (1 week)
4. Empires in Collision: Nationalism and Imperialism (2 weeks)
 - a. Unifying nations
 - b. Old empires break apart
 - c. Liberation movements and resistance to colonialism
 - d. Exploitation of India, Africa, and Asia by Europeans

B. Readings:

1. Strayer, *Ways of the World*, Chapters 16-19

C. Activities and Assessments:

1. Quizzes on each chapter 16 - 19
2. Unit 5 Assessment including essay questions
3. Comparative essay on revolutions and/or impacts/effects of imperialism

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

A. Topics

1. World Wars , Great Depression and Rebalancing Global Power (2 weeks)
2. Revolution, Socialism, and Global Conflict (6 week).
3. End of Imperialist Empires (1 week).
4. Capitalism and Culture: Globalization and Technology (1 week)

B. Readings

1. Strayer, *Ways of the World*, Chapters 20 - 23

C. Activities and Assessments:

1. Quizzes on chapters 19-24
2. Unit 6 test with essay questions.
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.

Curriculum Council Approved: September 13, 2016

Board Approved: October 6, 2016

Page 7 of 8

O:\ESD-712(Course Descriptions & Pacing Guides)\High School Courses of Study\Soc Sci Hi Sch\Advanced Placement\World_History_AP_HS_Course_Description.doc

Colton Joint Unified School District Course of Study
**High School Course Description for
Advanced Placement World History (SOC561/562)**

SPRING BREAK

Unit 7: AP Exam Review (5 weeks)

- A. Online Student Practice [Shmoop or something similar]
- B. In class review activities to prepare for exam
- C. Practice AP exams

Unit 8: Problems and solutions: Current global issues (3 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. Research Presentation
 - 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 Questions (DBQ).

<end>

Curriculum Council Approved: September 13, 2016

Board Approved: October 6, 2016

Page 8 of 8

O:\ESD-712\Course Descriptions & Pacing Guides\High School Courses of Study\Soc Sci Hi Sch\Advanced Placement\World_History_AP_HS_Course_Description.doc