

# AP World History Syllabus

## Mr. Shaut

### Course Overview:

AP World is a class that is designed for students in grades 10-12 who are willing to accept the rigorous academic curriculum laid out in this syllabus. The ultimate end goal of this class is to have a strong command of history from 8,000 BCE to present and earn college credit by taking the AP assessment in May. Throughout the school year, each student will be responsible for learning history through several different modes and perspectives, while focusing on five major themes in history. Additionally, this class will investigate the major change and continuity over time.

### 5 Themes in AP World:

Students in this class will focus on these five overarching themes in history, designed by the **AP College Board**:

1. Interactions between humans and the environment
  - a. Demography and disease
  - b. Migration
  - c. Patterns and settlement
  - d. Technology
2. Development and interaction of cultures
  - a. Religions
  - b. Belief systems, philosophies, and ideologies
  - c. Science and technology
  - d. The arts and architecture
3. State-building, expansion, and conflict
  - a. Political structures and forms of governance
  - b. Empires
  - c. Nations and nationalism
  - d. Revolts and revolutions
  - e. Regional, transregional, and global structures and organization
4. Creation, expansion, and interaction of economic systems
  - a. Agricultural and pastoral production
  - b. Trade and commerce
  - c. Labor systems

- d. Industrialization
- e. Capitalism and socialism

5. Development and transformation of social structures

- a. Gender roles and relations
- b. Family and kinship
- c. Racial and ethnic constructions
- d. Social and economic classes

4 Historical Thinking Skills:

- a. Crafting Historical Arguments from Historical Evidence
- b. Chronological Reasoning
- c. Comparison and Contextualization
- d. Historical Interpretation and Synthesis

Textbooks/Resources:

*Cracking the AP World History Exam: Student Study Guide.* Princeton Review, 2010.

Ellis, Elisabeth, and Anthony Esler. *World History: Connections to Today.* Vol. 1. , NJ: Pearson Education, Inc, 2003. Print.

Ellis, Elisabeth, and Anthony Esler. *World History: The Modern World.* Vol. 2. , NJ: Pearson Education, Inc, 2003. Print.

Graphic Maps. *WorldAtlas.* Woolwine-Moen Group, 2010. Web. <<http://www.worldatlas.com/aatlas/world.htm>>.

*Primary Source: Documents in Global History.* Vol. 1. Upper Saddle River, NJ: Pearson Education, Inc, 2008. Print.

*Primary Source: Documents in Global History.* Vol. 2. Upper Saddle River, NJ: Pearson Education, Inc, 2008. Print.

Stearns, Peter N., Michael Adas, Stuart B. Schwartz, and Marc J. Gelbert. *World Civilizations: The Global Experience.* AP ed. Upper Saddle River, NJ: Pearson Education, Inc, 2011. Print.

Stearns, Peter N., Michael Adas, Stuart B. Schwartz, and Marc J. Gilbert. *Test Item File.* AP ed. Upper Saddle River, NJ: Pearson Education, Inc, 2011. Print.

Witcombe, Christopher. *Art History: Resources on the Web.* Sweet Briar College, 2010. Web. <<http://witcombe.sbc.edu/ARTHLinks.html>>.

2002-2010 AP World History Free Response Essay Questions, Student Samples (AP Central)

Student resources for textbook are located at [http://wps.ablongman.com/long\\_stearns\\_wcap\\_4/0,8810,1189431-,00.html](http://wps.ablongman.com/long_stearns_wcap_4/0,8810,1189431-,00.html)

- Items to use at this site include:
- Chapter outline and notes
  - Multiple choice, short answer, and true and false questions
  - Web explorations and sites to offer greater depth on topics
  - Flashcards

Additional Textbooks/Resources:

\*AP World History Study Guide

\*We will also use numerous other resources and texts for further historical analysis and greater depth into the content.

- Promethean Technology (Interactive Programs)
- Laptops (Interactive Sites) and Word, PowerPoint, and Excel
- Charts, graphs, and map Interpreting
- Music and video
- Annotated timelines
- Annotated bibliography (40 Entries)
- Graphic organizers
- Political cartoons
- Propaganda

**Primary Sources – Selected excerpts interpreted and analyzed for discussion in class.**

**Foundations:**

Instruction to Ptah-hotep  
The Epic of Gilgamesh  
Psalm 23  
Faxian: A Record of Buddhist Kingdoms  
Kalidasa  
Hanfeizi  
Confucius: Analects  
Ban Zhao: Lessons for a Woman  
Thucydides: Pericles Funeral Oration  
Aristotle: The Politics  
The Mahabharata  
St. Paul: 1 Corinthians  
Seneca: On the Shortness of Life  
Selection of Hammurabi's Code  
The Hymn to the Nile  
Ashoka's Rock and Pillar Edicts  
Selection from Constantine's Edict of Toleration

**600-1450:**

The Quran  
Chaucer: Canterbury Tales  
Murasaki Shikibu: The Tale of Genji  
Firdawsi, Shah Namah (Book of Kings)  
Omar Khayyam: The Rubaiyat  
Leo Africanus: The Description of Africa (Timbuktu)  
Ibn Batuta: Les voyages d'Ibn Batuta  
Al-Bakri, Book of Roads and Kingdoms  
Yuan Tsai, Chinese Civilization and Society  
Li Bo: "Letter to His Two Small Children"  
Marco Polo: A Description of the World  
Sei Shonagon: The Pillow Book  
Urban II's Call for the Crusades  
Selection from the Magna Carta  
Ordinances of the Merchants

### **1450-1750:**

A Chronicle of the Carmelites in Persia  
The Glass Palace Chronicle of the Kings of Burma  
The Commentaries of the Great Alfonso de Albuquerque  
The Log of Christopher Columbus (Fuson, tr.)  
Bartolome de las Casas: Description of the Destruction of the Indies

Mayflower Compact  
Machiavelli: The Prince  
Machiavelli: Discourses  
King Affonso I: Letter to King John of Portugal  
Cervantes: Don Quixote  
The English Bill of Rights  
Lessing: Nathan der Weise (Parable of Three Rings)  
Hobbes: Leviathan  
Locke: Two Treaties on Government  
Selection from Yamaga Soko's The Way of the Samurai  
Selection from Matteo Ricci's Journal  
Martin Luther's 95 Theses  
English Bill of Rights

### **1750-1914:**

Catherine the Great: Memoirs  
Rousseau: The Social Contract  
Declaration of Independence  
Declaration of the Rights of Man and the Citizen  
Qianlong: Letter to George III  
Miguel Hidalgo: Degree of Hidalgo

Fukuzawasa Yukichi: Autobiography  
Simon Bolivar: Address to the Congress of Venezuela  
Charles Dickens: Hard Times  
Mary Wollstonecraft's: Vindications of the Rights of Women  
Records of the Maji Maji Rebellion  
Lin Zexu's Letter to Queen Victoria (opium)  
The Treaty of Nanjing  
Kangxi's Self Portrait  
Rudyard Kipling's "The White Man's Burden"

### **1914-Present:**

Woodrow Wilson: 14 Points  
Mohandas Ghandi: Hind Swaraj  
Franklin Roosevelt: The Four Freedoms  
The UN Universal Declaration of Human Rights  
Lech Walesa: Nobel Peace Prize Lecture  
Mario Vargas Llosa: The Democratic Option  
Mao Zedong: The People's Democratic Dictatorship  
Aung San Suu Kyi: Freedom and Fear  
Harry Wu: The Outlook for China, Human Rights  
Chinua Achebe: Things Fall Apart  
Kwame Nkrumah: Autobiography  
Nelson Mandela: Glory and Hope  
Jomo Kenyatta: Facing Mount Kenya  
The Balfour Declaration  
20<sup>th</sup> Century Propaganda Posters  
Muslim Brotherhood's: Toward the Light  
Joseph Stalin's: The Results of the First Five-Year Plan  
Israeli Proclamation of Independence  
Lazaro Cardenas's: Speech to the Nation

**\*Please be familiar with this website:** [http://www.collegeboard.com/student/testing/ap/sub\\_worldhist.html](http://www.collegeboard.com/student/testing/ap/sub_worldhist.html)

### Course Requirements:

1. Students will be required to take the AP exam at the end of this school year (May).
2. Attend class regularly and participate in class daily.

3. Complete all homework assignments and keep up on all reading assignments.
4. If you are absent, retrieve all notes, readings, and class work that you missed within one day of returning.
5. Take regular notes and keep note cards for each chapter and arrange by time period.
6. **Please be familiar with the AP College Internet site and use this to your advantage.**
  - a. Practice test questions
  - b. Questions regarding the AP exam
  - c. Thematic course overview
  - d. College information

Grade Overview:

Weight by period:

AP Exam Grade: (AP College Board)

90-100: A	8,000 BCE-600 C.E. (19-20%)	5- Extremely well qualified
80-89: B	600 C.E.- 1450 (22%)	4- Well qualified
70-79: C	1450- 1750 (19-20%)	3- Qualified
65-69: D	1750-1914 (19-20%)	2- Possibly qualified
0-64: F	1914- Present (19-20%)	1- No recommendation

Methods of Grading:

- |              |                          |                     |              |
|--------------|--------------------------|---------------------|--------------|
| - Unit Tests | -Class Participation     | -Comparative Essays | -Discussions |
| - Quizzes    | -DBQ Analysis            | -Homework           | -Notebook    |
| - Projects   | -Change over time Essays | -Note cards         | -Debate      |

Purpose and Organization of the Course:

This class is the equivalent of a college level class that will delve in to the many aspects of world history. You will be expected to read many primary and secondary sources that will require interpretation and analysis. You will also need to keep current on the daily readings that are assigned every class, while taking notes and regularly reviewing past material.

Each class I will expect you to have a command of the content for that day, giving us the opportunity to analyze and interpret primary and secondary sources and complete document based questions, change over time essays, and comparative essays. The

DBQ will help you to analyze several different documents and understand their relationship with other documents focusing on perspective. Change over time readings and writings will give you the opportunity to see change that occurs over time from one time period to the next. You will need to think globally and focus on the continuity and change of societies. We will also compare and contrast societies and discuss the many contributions and influences each civilization had as it compares to another civilization. You will complete each one of these writing samples once a month and be required to peer review at least two other students work to command mastery in reading, writing, interpreting, analyzing, and synthesizing material from many different points of view.

Throughout the course, we will also spend time analyzing the author's point of view in our book and think critically about how these ideas are presented to the reader. You will be required to read and study these readings in further depth and rewrite this in your own words based upon your own perspective of the historical piece we are reading. This will be shared with class and will be open for debate and discussion throughout the year.

Historical Scholarship and Interpretation: This is the process of learning new information and shaping your interpretation of the information that you learned or exchanged with others. This will occur daily in class and is something that you should carry with you for the rest of your lives. Below are areas in which will be strengthened to enhance you historical scholarship of the multiple secondary and primary sources we will use in the class (shown within the curriculum map) as indicated by the College Board.

1. Construct and evaluate arguments and then using evidence create your own valid argument.
2. Using documents (secondary and primary) to develop skills necessary to strengthen your knowledge on an author's point of view and context, and to understand and interpret information.
3. Assess the continuity and change over time in the many different world regions that we will study.
4. Understand the diversity and interpretations through analysis of context, point of view, and frame of reference.
5. Studying global patterns and connecting them to our own current patterns.
6. Comparing and contrasting societies and their reactions to global processes.
7. Assess common elements and differences.
8. Exploring universal standards in relation to culturally diverse ideas.
9. Looking at the relevance to world history as it relates to contemporary developments.
10. Within each section ask yourselves these questions: (Ideas will be developed using the sources indicated above and must be referenced to accurately inform the class as to why your interpretation is such.)

#### Unit I (Foundations 600 CE)

1. What does the term civilization mean and how do civilizations vary from one to the next?
2. How do primary sources view this time period and how does that vary from your view regarding your own civilization?
3. How does change occur and are their varying views or ways that change did occur and continues to change?
4. What (debate) is the greatest contribution during this time period (this must be proven using at least 2 sources as evidence?)
5. How do ideas spread and what major belief system is most widespread during this time period and why?

#### Unit II (600-1450)

1. How and why did states form?
2. What types of economic and political systems were present during this time period and were there "more successful" forms?
3. How did civilizations in Asia compare or contrast to those in America or Africa?

4. What (debate) is the greatest contribution during this time period (this must be proven using at least 2 sources as evidence?)

### Unit III (1450-1750)

1. Describe Europe's growth during this time period as it compares to the rest of the world?
2. Who benefited greatest due to global trade and labor systems around the world?
3. Contrast forms of government during this time period focusing on absolutism and limited governments.
4. What were the short and long term effects of the major revolutions during this time period and which one had the greatest impact on the world. Examples include renaissance, scientific revolution, reformation, etc...
5. Compare and contrast primary accounts or views of people under oppressive governments.

### Unit IV (1750-1914)

1. How has the industrialization spread and what effects has it had on people throughout the world?
2. What is the greatest right achieved during this time period?
3. Describe conflict as it applies to nations during this time period.
4. Compare and contrast the American and French revolution and the views that people had in different classes regarding this event.
5. What are the foundations of modernization?
6. What (debate) is the greatest contribution during this time period (this must be proven using at least 2 sources as evidence?)

### Unit V 1914-Present)

1. Describe ideologically differences between countries around the world and give your rationale for the one that you felt was most successful or unsuccessful.
2. What was the most fundamental right gained during this time period and is this universal?
3. Compare and contrast the effects of the world wars. Additionally, were these wars justified?
4. What was the most effective method in attempting to deter war following WWII?
5. What (debate) is the greatest contribution during this time period (this must be proven using at least 2 sources as evidence?)

**Additional secondary resources we will reference in addressing historical scholarship and interpretation** include the five pieces written by historians regarding topics that they have great expertise on. While you are reading these works, you will highlight and take notes of facts and opinions that you may or may not agree with. Following this, you will be put into small groups to discuss your views on major ideas, the point of view of the author, and your interpretation of the selected historical pieces. We will read many other pieces throughout the year but will use this as a foundation to our studies. Following this, your group will share their thoughts on these works with the entire class. You will then be asked to create an analysis of this work on your own in a five paragraph overview, rubrics will be provided. These will also serve as an example for our research project that we will complete throughout the year, in which you will choose a research topic and examine the works of other historian's historical analysis.

Adesoji, A O. "Historical Scholarship in 20th Century Nigeria: The Quest for Relevance." *The African Symposium* 9.2 (2009): 71-84. Web. <[http://www.ncsu.edu/aern/TAS9.2/TAS9.2\\_Adesoji.pdf](http://www.ncsu.edu/aern/TAS9.2/TAS9.2_Adesoji.pdf)>.

Trujillo, Elizabeth. "Disaggregating the Regional Multilateral Overlap: The NAFTA Looking-Glass." *Indiana International & Comparative Law Review* 19.3 (2009): 553-68. *Academic Search Complete*. Web.

Teodorescu, Adriani. "Translation and Cultural Diversity." *Sponsored by Gas University of Ploiesti Bulletin* 62.1 (2010): 175-78. *Academic Search Complete*. Web. 20 July 2010.

Vargas Hernandez, Jose G., Mohammad R. Noruzi, and Narges Sariolghalam. "Multiple Intelligences and the Future of Education in Mexico." *Asian Social Science* 6.6 (2010): 139-48. *Academic Search Complete*. Web.

Yuan, Liu, and Wang Jizu. "Taiyuan Loess Civilization: A River Runs Through It." *China Today* 59.6 (2010): 72-74. *Academic Search Complete*. Web.

## CURRICULUM MAP FOR AP WORLD HISTORY

2010-2011

MONTH	ESSENTIAL QUESTIONS	CONTENT	SKILLS	ASSESSMENTS	STANDARDS
September	<p>I. How did the Neolithic Revolution impact social and gender roles?</p> <p>II. How did the different philosophies / religions impact political and social structures in China, India, Greece and Rome?</p>	<p>Foundations Period (8000 BC to 600 AD)</p> <p>I. Early Civilizations</p> <p>A. Africa and Asia</p> <p>B. India and China</p> <p>II. Empires of the Modern World</p> <p>A. India and China</p> <p>B. Ancient Greece</p> <p>C. Ancient Rome and Christianity</p> <p>D. Civilizations of the Americas</p>	<ol style="list-style-type: none"> <li>1. Organizing Reading</li> <li>2. Prioritizing Workload</li> <li>3. Working in Groups</li> <li>4. Analyzing Primary Sources</li> <li>5. Learning from Maps</li> <li>6. Asking Questions</li> <li>7. Understanding charts and graphs</li> <li>8. Understanding the role of technology</li> </ol>	<p>Tests – Origins of Civilization</p> <p>Ancient Empires</p> <ul style="list-style-type: none"> <li>- Multiple choice</li> <li>- Maps / graphs</li> <li>- Essay (open response)</li> </ul> <p>Themes: Change and Continuity; Trade, War, and Diplomacy; Technology and Migration; Economics Systems; Demography; Social and Gender Structure; Cultural, Intellectual, and Religions; Political Organizations</p>	<p>8.1.12.A. Evaluation chronological thinking</p> <p>8.1.12.B. Synthesize and evaluate historical sources</p>

<p style="text-align: center;"><b>October</b></p>	<p>IIIa. How did the effect of Mongol rule in Russia differ from its effect on China?</p> <p>IIIb. How did the spread of Islam impact the Indian Ocean Trade network from 800 AD to 1500 AD?</p>	<p>600-1450</p> <p>III. Regional Civilizations</p> <p>A. The Rise of Europe</p> <p>B. The High Middle Ages</p> <p>C. Byzantine Empire and Russia</p> <p>D. The Muslim World</p> <p>E. Kingdoms and Trading States in Africa</p>	<ol style="list-style-type: none"> <li>1. Comparing viewpoints</li> <li>2. Synthesizing information</li> <li>3. Comparing and contrasting systems in essays</li> <li>4. Analyzing cause and effect</li> <li>5. Problem solving and decision making</li> <li>6. Writing the document based question</li> </ol>	<p>Tests – (600-1450)</p> <p>Regional Civilizations (Europe)</p> <p>Regional Civilizations (Asia, ME, Africa)</p> <ul style="list-style-type: none"> <li>- Multiple choice</li> <li>- Maps / graphs</li> <li>- Essay (open response)</li> <li>- Document Based Question</li> </ul> <p>Homework</p> <p>Paper (interview with someone before 1000 A.D.)</p>	<p>8.1.12.C. Evaluate historical interpretation of events.</p> <p>8.4.12.C. Evaluate how continuity and change throughout has impacted belief systems and religions, and commerce and industry.</p>
<p style="text-align: center;"><b>November</b></p>	<p>IIIc. How did the Crusades facilitate the recovery of Europe that began during the High Middle Ages?</p> <p>IVa. What political changes were ushered in by the Renaissance, Reformation, and Scientific Revolution?</p>	<p>600-1450</p> <p>III. Regional Civilizations (cont.)</p> <p>F. Spread of Civilizations in East Asia</p> <p>1450-1750</p> <p>IV. Early Modern Times</p> <p>A. Renaissance and Reformation</p> <p>B. The First Global Age: Europe and Asia</p>	<ol style="list-style-type: none"> <li>1. Oral Communication</li> <li>2. Researching / using the internet</li> <li>3. Writing change over time and comparative essays</li> </ol> <p>Reviewing periodization: Foundations, 600-1450, 1450-1750</p> <p>Emphasis on the patterns and effects of trade, war, and diplomacy</p>	<p>Test – Renaissance, Reformation and Scientific Revolution</p> <p>Test – First Global Age</p> <ul style="list-style-type: none"> <li>- Multiple choice</li> <li>- Maps / graphs</li> <li>- Essay (open response)</li> <li>- Document Based Question</li> </ul> <p>Homework</p> <p>Presentations (Student review of material; foundations to 1700)</p>	<p>8.4.12.A. Evaluate the significance of individuals and groups who made major political and cultural contributions to world history</p>

<b>December</b>	<p>IVb. How did the Columbian Exchange effect demographics in the Americas, Europe, Africa, and Asia?</p> <p>Va. How does the American Revolution reflect thinking of the Enlightenment?</p>	<p>1450-1750 IV. Early Modern Times (continued) C. The First Global Age: Europe, the Americas, and Africa D. The Age of Absolutism</p> <p>1750-1914 V. Enlightenment and Revolution A. The Enlightenment and the American Revolution</p>	<ol style="list-style-type: none"> <li>1. Comparing viewpoints</li> <li>2. Synthesizing information</li> <li>3. Comparing and contrasting systems</li> <li>4. Analyzing cause and effect</li> <li>5. Problem solving and decision making</li> </ol> <p>Review periodization: 1750-1914</p> <p>Emphasis on writing document based questions (DBQ)</p>	<p>Test – Absolutism and the Enlightenment</p> <ul style="list-style-type: none"> <li>- Multiple choice</li> <li>- Maps / graphs</li> <li>- Essay (open response)</li> <li>- Document Based Question</li> </ul> <p>Homework</p> <p>Paper (choice of essays on change and continuity in the world)</p>	<p>8.4.12.C. Evaluate 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.</p>
<b>January</b>	<p>Vb. Why was the French Revolution more violent than the American Revolution?</p> <p>Vc. How did the Napoleonic Wars effect development in the Americas?</p>	<p>1750-1914 V. Enlightenment and Revolution B. The French Revolution C. The Industrial Revolution Begins D. Revolutions in Europe and Latin America</p>	<p>Analyzing Themes over time:</p> <ol style="list-style-type: none"> <li>1. Change and Continuity</li> <li>2. Trade, War, and Diplomacy</li> <li>3. Technology, Economics, Demography</li> <li>4. Social and Gender Structure</li> <li>5. Cultural, Intellectual, and Religious Developments</li> <li>6. Political Organizations</li> </ol> <p>Emphasis on the importance of intellectual movements on political organizations</p>	<p>Semester exam (comprehensive review)</p> <p>Test – Revolutions (1789-1849)</p> <ul style="list-style-type: none"> <li>- Multiple choice</li> <li>- Maps / graphs</li> <li>- Essay (open response)</li> <li>- Document Based Question</li> </ul> <p>Homework</p>	<p>8.1.12.C. Historical interpretation of events.</p> <p>8.4.12.C. Change and Continuity</p> <p>8.4.12.A. Significance of individuals</p>
<b>February</b>	<p>Vla. Why was nationalism both a unifying and a divisive force in the 19<sup>th</sup> Century?</p> <p>Vlb. How did industrialization change social and gender roles in Europe and America in the 19<sup>th</sup> Century?</p>	<p>1750-1914 VI. A New Global Age A. Nationalism in Europe B. Growth of Western Democracies C. The New Imperialism D. New Global Patterns</p>	<ol style="list-style-type: none"> <li>1. Comparing viewpoints</li> <li>2. Synthesizing information</li> <li>3. Comparing and contrasting systems</li> <li>4. Analyzing cause and effect</li> <li>5. Problem solving and decision making</li> </ol> <p>Emphasis on writing the DBQ and changes in social and gender structure</p>	<p>Test – Imperialism (1815-1914)</p> <ul style="list-style-type: none"> <li>- Multiple choice</li> <li>- Maps / graphs</li> <li>- Essay (open response)</li> <li>- Document Based Question</li> </ul> <p>Homework</p>	<p>8.4.12.D Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe.</p>

<p style="text-align: center;"><b>March</b></p>	<p>VIIa. How did World War I sow the seeds for future conflicts in Europe, Asia, and the Middle East? VIIb. How did the legacy of Spanish colonial rule continue to influence political, economic, and social development in Latin America in the 20<sup>th</sup> Century?</p>	<p>1914-1945 VII. World Wars and Revolutions B. World War I C. Revolution in Russia D. Nationalism and Revolution around the World</p>	<p>Comparing viewpoints Synthesizing information Comparing and contrasting systems Analyzing cause and effect Problem solving and decision making</p> <p>Emphasis on understanding the importance of industrialization and nationalism</p>	<p>Test – World War and Inter-War Period (1914-1939)</p> <ul style="list-style-type: none"> <li>- Multiple choice</li> <li>- Maps / graphs</li> <li>- Essay (open response)</li> <li>- Document Based Question</li> </ul> <p>Homework</p> <p>Paper (comparing and contrasting revolutions)</p>	<p>8.1.12.C. Historical interpretation of events.</p> <p>8.4.12.C. Change and Continuity</p> <p>8.4.12.A. Significance of individuals</p> <p>8.4.12.D Conflict and Cooperation</p>
<p style="text-align: center;"><b>April</b></p>	<p>VIIc. How did the Russian Revolution and World War II sow the seeds for the Cold War? VIIIa. What scientific and technological changes had the greatest impact in the 20<sup>th</sup> Century? VIIIb. How did civil rights and women’s liberation movements change society in the 20<sup>th</sup> Century?</p>	<p>1914-1945 VII. World Wars (continued) E. Crisis of Democracy F. World War II 1945-Present VIII. The World Today A. The Cold War- Europe B. The Cold War – Asia C. The Cold War – The Middle East and Africa D. The Cold War – Latin America</p>	<p>Test taking strategies – multiple choice tests and essays</p> <p>Emphasis on understanding the role of technology and economics on people and environment</p> <p>Review writing the DBQ’s, change over time and comparative essays</p> <p>Review periodization: 1914-Present</p>	<p>Test – World War II and the Cold War (1939-1989)</p> <ul style="list-style-type: none"> <li>- Multiple choice</li> <li>- Maps / graphs</li> <li>- Essay (open response)</li> <li>- Data Based Questions</li> </ul> <p>Homework</p>	<p>8.1.12.C. Historical interpretation of events.</p> <p>8.4.12.C. Change and Continuity</p> <p>8.4.12.A. Significance of individuals</p> <p>8.4.12.D Conflict and Cooperation</p>

<p style="text-align: center;"><b>May</b></p>	<p>IXa. What are the biggest transnational challenges in a global world? IXb. Can traditional societies modernize without “Westernizing”?</p>	<p>AP Test IX. A New World Order</p>	<p>Review major themes, and the importance of time and place</p> <p>Review for AP exam</p> <p>Presentation skills – verbal and visual</p> <p>Using history to understand current transnational threats and issues</p>	<p>Test – Comprehensive Final - Multiple choice</p> <p>AP Exam – May 17</p> <p>Debates / Presentations - Topics include current issues</p>	<p>8.4.12.C. Change and Continuity</p> <p>8.4.12.D Conflict and Cooperation</p>
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# CURRICULUM MAP FOR AP WORLD HISTORY

2010-2011

Major Themes, Events and Topics Reviewed in AP World History: By Geographic Region, Period, and Theme

Europe	Trade, War and Diplomacy	Comparisons with other Civilizations	Demographics, Technology, Economic Systems	Social and Gender Structure	Cultural and Intellectual Developments	Political Organizations
8000BC – 600AD	Peloponnesian Wars 431BC Punic Wars Huns – 300-400s	Shang Dynasty–1650 BC Zhou Dynasty – 1027 BC (Dynastic Cycle begins) Han Empire 206 Gupta Golden Age - 320 Tang Dynasty – 618	Jewish Diaspora – 100s Germanic migrations 400s AD Viking/Magyar migrations	Women play inferior role; some become priests	Athens – 400s BC Science, politics, law, art, sport, math Roman Law/government Christianity (Rome) - 313 Justinians Code – 529	Greek City States 450 BC Roman Republic 31BC Roman Empire 476 Byzantine Empire 600s Carolingian Empire 800s Feudalism
600 – 1450	Battle of Tours 732 1066 – Battle of Hastings Crusades – 1095 – 1291 Mongols conquer Russia	Golden Age of Islam Pax Mongolica – 1300's Marco Polo – 1270's Voyages of Zheng He Japanese Feudalism	Agricultural Revolution 3 Field System Commercial Revolution Banking, Insurance Great Plague 1347-1353 Caravel – 1420's	Feudalism / manorialism Women in some guilds Women not permitted in University	Scholasticism (Thomas Aquinas) Common Law - England Magna Carta - 1215	Feudalism Roman Catholic Church Monarchies Holy Roman Empire
1450 – 1750	First Global Age (Spices) Silver Trade Sugar Trade Triangle Trade – 1500s 30 Years War 1618-1648	Collapse of Byzantine Empire - 1453 Jesuits introduce works of Confucius to Europeans Colombian Exchange Atlantic Slave Trade	Cannons/Gunpowder from Turks Gutenberg Bible – 1456 Potatoes – 1500/1600s Newton–calculus/physics Boyles Law – chemistry	Growing influence of Merchants Religious intolerance (Spain, Italy) Religious tolerance (Prussia/Poland)	Renaissance – 1400s Reformation – 1517 Scientific Revolution Experiment and observation The Enlightenment	Roman Catholic Church Holy Roman Empire / German Confederation Absolutism Constitutional Govt (Britain)
1750 – 1914	7 Years War 1756-1763 Napoleonic Wars 1792-1815 Imperialism 1850-1914 German/Italian unification 1870s	Louisiana Purchase 1803 Latin American independence (1800-1820) Emancipation Proclamation – 1863 Africa/Asia colonized	Industrial Revolution Urbanization Life expectancy doubles Medicine (Penicillin) Improved Nutrition Irish Potato Famine 1845	Growing middle class Women's movement 1861 - Serfs emancipated (Russia) Growing racism / Anti-semitism 1834 – England outlaws slavery in its empire	Laissez Faire economics Revolutions (1830/1848) Nationalism Communism Socialism Darwinism	Republic (France) Monarchies Nation-States Constitutional Govt
1914 – Present	World War I 1914-1918 Russian Revolution 1917 World War II 1939-1945 Cold War 1947-1991	Growing nationalism Indian Independent 1947 African de-colonization Vietnam (France – 1954) Algeria (France) Cold War–Bipolar	Influenza – 1919 (20M) Communism / Socialism (Russia) Stalin – collectivization (10 million starve) Continued urbanization Aging population	The Welfare State 1918 – Women win vote in Britain 1940s – Women win vote in France	Expressionism Futurism Socialism continued	Nation States Mass politics Democracy Totalitarianism NATO / Warsaw Pact European Union (EURO)

Middle East	Trade, War and Diplomacy	Comparisons with other Civilizations	Demographics, Technology, Economic Systems	Social and Gender Structure	Cultural and Intellectual Developments	Political Organizations
8000BC – 600AD All Dates - AD unless otherwise listed	Egyptian Empires Assyrian Empire 1100BC Nubia conquers Egypt – 750-650 BC Phoenician Trade 700BC Persians – Money 500BC Hellenistic Age (Greece, Persia, India, Egypt) 323	Egypt – 3100 BC Hellenistic Age - 323 BC Rome 500 BC – 476 AD Han China - 206 Byzantine Empire – 600s Mayan Civilization- 500s	Summarians – wheeled vehicles Hittites – Iron 1400 BC Iron working – Meroë 500 BC Camels revolutionize trade – 100s AD Jewish Diaspora 135 AD	Egypt – women's rights protected Persia – women veiled; kept at home	Summarians - writing 3200BC (cuneiform) Hammurabi Code 1700BC Assyrians - Libraries Phoenicians - Alphabet Zoroaster–Persian 600BC Judaism - monotheism	City states Mesopotamia 3200 BC 1 <sup>st</sup> unified state (Egypt) 3100 BC Centralized states (Egypt) 2700 – 1100 BC Empires-Assyrian, Persian, Greek, Roman, Byzantine
600 – 1450	Arabs conquer N. Africa Trade with Ghana, Mali Crusades, 1095-1291 Trade with East African City States Trade with India / China Ottomans, Safavids conquer Middle East	Center of learning; preserve knowledge of Greece, Rome, Byzantine Empires - Far more advanced than Europe. Moslems conquer Spain Mongols sack Baghdad (1258)	Seljuk Turks migrate 900s Great Plague – 1340s Agriculture dominates	Islam - Women equal before God Women have right to education, inheritance, divorce Persians – Women veiled in Public	Golden Age 800-1250: Medicine (Ibn Sina), Philosophy (Averroës – Ibn Rushd), Poetry (Omar Khayyám), Algebra/Astronomy (al-Khwarizmi), Architecture (Dome of the Rock), Arts	Umayyads 661-750 (Caliphs) Abbasids 750-1258 1200s – Arab Empire Falls
1450 – 1750	Arabs controlled by Ottomans; loose trade to Europeans; enter decline 1520 – reign of Suleiman begins	Ottomans conquer Eastern Europe; reach Vienna in 1529/1683. Renaissance benefits from Greek scholars fleeing Byzantine Empire	Cannons used by Turks to sack Constantinople Agriculture dominates	Women dominated by men	Culture thrives in Persian and Ottoman Empire; Ottomans borrow from Persians	Ottoman Empire (N. Africa, Mesopotamia) Safavid Empire (Persia)
1750 – 1914	Ottomans lose lands to Britain, France, Russia Persia / Central Asia dominated by Britain and Russia – “The Great Game” - Afghanistan	Industrial Revolution European dominance Decline of Ottoman Turks	Suez Canal opens 1869 Agriculture dominates	Traditional Society	1908 Young Turks overthrow Sultan. Development of Arab Nationalism against Turks.	1805 – Muhammad Ali becomes governor of Egypt Ottoman Empire 1453-1914 Qajar Dyansty (Persia)
1914 – Present	Israel created – 1948 Arab-Israeli Wars 1948, 1956, 1967, 1973, 1982 Iran-Iraq War 1980-1989 Gulf War 1991	WWI (Hussein-McMahon letters, Balfour Declaration) WWII Cold War	Borders created at Treaty of Sevres (after WWI); ignored ethnic and religious groups Development of oil	modernization/urbanization disrupt traditional cultures and ways of life Iranian Revolution - 1979	Modernization (Ataturk) Islamic fundamentalism Terrorism as instrument of change	Mandates (France/UK) Arab League Arab independence OPEC Democracy – Israel Monarchies – Jordan, Morocco, Saudi Arabia Dictatorships – Iraq, Syria

Asia	Trade, War and Diplomacy	Comparisons with other Civilizations	Demographics, Technology, Economic Systems	Social and Gender Structure	Cultural and Intellectual Developments	Political Organizations
8000BC – 600AD All Dates - AD unless otherwise listed	Silk Road Han Empire 206BC–220AD huge advances in trade India – Southeast Asia China occupies Vietnam China (Trade) Korea, Japan	China remains World's most advanced civilization; influence development in Vietnam. Greeks/Roman Empire trade via Silk Road. India impacts development in SE Asia (Khmer Empire, Pagan)	Chinese writing 2000 BC Great Wall 221 BC Paper: Han China 100 Guptas – small pox vaccine Block Printing - China Gunpowder – China 850	India – caste system; practice of sati SE Asia – matrilineal Descent Confucianism relationships (husband-wife)	Vedas (Hinduism) - India Confucianism - China Buddhism – India Asoka (religious toleration) – Maurya Dyn Daoism / Legalism Gupta Golden Age 320 Buddhism – Japan 500s Hinduism/Buddhism (SE Asia) 500-1000	Shang Dynasty – 1650 BC Zhou Dyansty – 1027 BC (Dynastic Cycle begins) Han Empire 206BC Mauryas – 321-185 BC Gupta Golden Age – 320 - 550 Tang Dynasty - 618 Korea united - 668
600 – 1450	Mongol - China 1279 Mongols - Korea 1350s Voyages of Zheng He 1405-1433 Spice Trade (Srivijaya)	Marco Polo visits Kublai Khan – 1280s Moslem influence from India begins to spread to Indonesia and Philippines	Mongols develop cannon with help of China/Turks 1300s – Bubonic plague begins in China	China – footbinding (1000) Lady Murasaki – Tale of Genji Japan – feudalism (role of women decline)	Heian Period – Blending Chinese/Japanese cultures 800s-1200s Islam – SE Asia (1200s) Korean alphabet - 1443	Song Dynasty 960-1279 Pagan kingdm 1044-1287 Tokugawa Shogun 1600s Dehli Sultanate Ming Empire 1368 Khmer Empire 800-1350
1450 – 1750	China closes doors 1433 Japan welcomes trade 1543 Spain conquers Philippines Silver Trade (China) Dutch conquer Malacca 1641 Japan restricts trade – 1638	Portuguese conquer Malacca Spaniards conquer Philipinnes British claim Australia	Potato introduced to China – population doubles in 1700s Taiping Rebellion – 20 to 30 million die (1850s)	Women subordinate to Men Japanese feudal system	Zen Buddhism Poetry Kabuki Theater – 1600s Japanese painting Neoconfucianism Isolation (Korea)	Kingdoms (Vietnam) 939-1883 Mughal Empire – 1526 Manchus (Qing) – 1644 Colonies – Portuguese, Spanish, Dutch, British
1750 – 1914	French colonize Indochina Britain colonizes India 1763 1839/40 – Opium War 1853 – Perry visits Japan 1904 – Japan defeats Russia	Seven Years War 1763 European colonization Japan selects Germany as Industrialization model to Japan Siam independent U.S. Open Door Policy	Japan industrializes (Meiji Restoration) Siam modernizes	End of Qing Dynasty; Chinese Republic - 1911 Foot binding ends – 1911	Sepoy Rebellion 1857 “Self-Strengthening Movement” Boxer Rebellion Women given suffrage in New Zealand – 1890s	1868 Meiji Restoration Colonial governments (India/Indochina) Spheres of Influence (China)
1914 – Present	Indian Independence – 1947 India – Pakistan Wars PRC – 1949 Korean War – 1950-1953 Dienbienphu – 1954 Sino-Soviet conflict 1960s Vietnam War 1959-1975	World War I Russian Revolution Great Depression (Japanese expansion) World War II Cold War De-colonization (Vietnam)	Population explosion Great Leap Forward (30 million starve) Asian Tigers – growing wealth of Asia Aging of Japan Birth control – China, India	modernization/urbanization disrupt traditional cultures and ways of life 1950s Great Leap Forward	Nationalism Communism (Maoism) 1966 – Cultural Revolution in China Tiananmen Square massacre	Japanese militarism Communism Authoritarian states Democracy

Americas	Trade, War and Diplomacy	Comparisons with other Civilizations	Demographics, Technology, Economic Systems	Social and Gender Structure	Cultural and Intellectual Developments	Political Organizations
8000BC – 600AD All Dates - AD unless otherwise listed	Mayan city states prosper through trade	No contact with Old World (no domesticated animals)	Diverse ways of life strongly influenced by geography: Arctic, Northwest Coast, Great Basin, Plateau, Southwest, Plains, Southeast, and Eastern Woodlands; cultivation of maize and cotton	Mayans develop complex religious system; build temples Indians believe in spirits of their ancestors	Mayans – calendar, astronomy, hieroglyphics, pyramids	Olmecs – 1400BCE Mayan Civilization- 300s – 900s (city states) Toltecs – 600 – 1000 (militarism in Mexico) Hopewell/Adena – 500s Mississippian s – 800 AD
600 – 1450 Note that this is considered the foundations period because these were the first civilizations, and there was no contact with any other regions	Migration of Aztecs from Southwestern US into Mexico  Aztecs build empire through war; send traders throughout  Incan Empire develops road system larger than Rome	No contact with Old World	Aztecs – causeways Incan roads more extensive than Rome Incan farming system (all land belonged to community; farmers grow crops in different fields) Incans learn to alloy metals; do surgery on human skulls	Aztecs develop agricultural methods Iroquois – matrilineal Descent Priests play an important role in Aztec and Incan society; both build temples Incan society very sophisticated social structure	Aztecs develop complex system of beliefs; temples (Technochtitlan) mass sacrifices  Incas – build sophisticated city of Cuzco high in the Andies; no mortar – everything fits into place in order be flexible during earthquakes	Mayans – 300s – 900s (decentralized) Anasazi (pueblos)– 1000s Mississippians (Cahokia) 1200s (40,000) Iroquois League (joint council for important decisions) Incan Empire – 1438-1533 (centralized) Aztecs – 1200s – 1521 earthquakes
1450 – 1750	Columbus – 1492 Tenochtitlan Falls – 1521 Machu Pichu falls - 1533 Triangle Trade - 1500s Columbian Exchange	Colombian Exchange Silver Trade with China Atlantic Slave Trade Colonization by Spain, Portugal, Britain, France, Netherlands	Small pox, measles, influenza kill 90% of Natives in Caribbean and Mexico; Africans imported to non-Spanish Caribbean (41%), Brazil (37%), Spanish America (15%), South (4%)	New Social pyramid – Europeans on top (peninsulares)	Spanish missionaries African culture introduced to Americas	Spanish colonies French colonies British colonies Brazil (Portugal) Dutch colonies
1750 – 1914	French & Indian War 1754-1763 American Revolution 1803 Louisiana Purchase Latin Independence 1800-1821 Manifest Destiny Immigration – Europe	Napoleonic Wars 1792-1815 Industrial Revolution in Europe Dollar Diplomacy	Cotton Gin (Eli Whitney – 1794) Industrial Revolution in America 1870s-1900 Interchangeable parts Steamboat, Standard Oil, Railroads, Steel Medical Advances double life span in U.S.	1798 – Slaves freed in Haiti 1863 – Emancipation proclamation 1865-69 – Civil War Amendments Women given right to vote in Western Territories – 1870's	American Revolution Constitution Monroe Doctrine Abolitionism Gettysburg Address Reconstruction	United States- democracy Independent Latin states "Nation States"
1914 – Present	Immigration – Latin America/Asia NAFTA (US, Canada, Mexico) Mercosur (Brazil, Chile, Argentina)	World War I 1919 – Influenza epidemic Great Depression World War II Cold War- Korea, Vietnam	Atom Bomb – 1945 Small pox vaccine Polio vaccine Green Revolution Computer Revolution	1919 – 19 <sup>th</sup> Amendment gives women vote Racial integration Working mothers One parent families	Welfare State Social Security Civil Rights – 1950s/60s Environmentalism Free Trade	Democracies Military juntas in all Latin American countries in the 20 <sup>th</sup> century Communist Cuba

Africa	Trade, War and Diplomacy	Comparisons with other Civilizations	Demographics, Technology, Economics	Social and Gender Structure	Cultural and Intellectual Developments	Political Organizations
8000BC – 1000AD All Dates - AD unless otherwise listed	Nubia conquers Egypt – 750BC Punic Wars – Rome defeats Carthage (264-146 BC)	Hellenistic Age - 323 BC Rome 500 BC – 476 AD Han China - Gupta Civilizations - 320 Mayan Civilization- 500s	Meroë Furnaces – 500BC Camel introduced to North Africa – 200 AD Bantu migrations – 500BC – 1500AD	Hunter-gatherers Villages (herders and fishing) Dependent upon geography patrilineal and matrilineal descent	Nubians adopt aspects of Egyptian culture, but keep their own gods. Christianity spreads to North Africa under Roman rule (300s) Complex religious beliefs (animism)	Egypt 3100 BC Nubia – 700 BC Axum – 200 BC
600 – 1450	Benin – pepper, ivory, slaves to the savanna Western African kingdoms control Arabs trade with East Africa city states (Swahili – Bantu/Arabic) Sahara trade route (gold/salt) Portugal establishes trade posts (1400s)	Crusades – 1095 – 1291 Incan Empire – 1438 Renaissance – 1400s Portugal launches Age of Exploration around Africa	Cotton, leather (Hausa) Over-farming exhausts soil (Zimbabwe) Civil war and dwindling trade destroys East African states	Dependent upon geography patrilineal and matrilineal descent Nuclear family (hunter gatherers) Lineage and clan (group of households) Hausa – many rulers were women	600s - Islam introduced to North Africa; spreads to West Africa under Ghana (1000) and Mali 1200s – King Lalibela has Christian churches built into the mountains of Ethiopia	Ghana – 800s Ethiopia (Axum) – 1200s Mali – 1250s Benin – 1300s Hausa 1300s (Nigeria) – clay walled cities Great Zimbabwe – 1300s East African City States (Mombasa, Kilwa, Mogadishu, Sofala, Mozambique)
1450 – 1750	1586 – Songhai falls – West Africa splinters Triangle Trade - 1500s Zulus conquer neighboring tribes (South Africa) Boars (Dutch arrive in South Africa)	First Global Age Dutch colonize South Africa Colombian Exchange (Atlantic Slave Trade) African geography / environment makes colonization difficult	African slave trade destroys entire villages Zulus develop stabbing spear with a short blade	Men dominate most societies; African continue to control interior; participate in slave trade	Islamic Revival – 1700s	Songhai – 1460s – maintained strong, standing army with bureaucracy Kongo – 1500s– consists of many villages; each with its own chief (king had limited power) Asante – 1680s (survival based on slave trade)
1750 – 1914	1818 – Shaka begins Zulu conquests 1830s Boers Great Trek 1830 – France - Algeria 1847 Liberia 1884 Berlin Conf 1896 – Ethiopia –Italy	Napoleonic Wars (British take South Africa) Industrial Revolution Berlin Conference– 1884 Colonization (1870-1914)	Europeans technology – “Whatever else happens, we’ve got the maxim gun and they do not” leads to rapid colonization of Africa (1850-1914)	1787 – Sierra Leone as a free colony (British) 1788 – Futa Toro outlaws slave trade 1833 – Britain bans slavery in all colonies Women in Zimbabwe and Asante fight British	Introduction of Christianity to Sub-Saharan Africa on a large scale; many persons convert. Modernization along European model in Egypt (Muhammad Ali)	Colonies (all) Except Liberia (1848) and Ethiopia (Menelik II) Egypt becomes a British protectorate
1914 – Present	1960s – Africa gains independence 1990’s - Mandela	WWI WWII Ghandi – India American Civil Rights Cold War	Population boom 1980s – AIDS Civil Wars/drought cause famine and millions dead Birth Control	1948 – Apartheid introduced in South Africa modernization/urbanization disrupt traditional cultures and ways of life	Independence Movement Socialism as model of development ends in failure	African National Congress (1912) Independence (poor govt) Islamic Fundamentalism in N. Africa

Month of September - 2010

Monday		Tuesday		Wednesday		Thursday		Friday	
30	Welcome; Seating Charts; Expectations	31	Welcome; Seating Charts; Expectations	1	Chapter 1	2	Chapter 1	3	<b>No School</b>
Aug		6		7		8		9	
6	<b>Labor Day - No School</b>	7	Chapter 1	8	Chapter 2	9	Chapter 2	10	B-Day
13		14		15		16		17	
13	Chapter 2	14	<u>Quiz Chapters 1-2</u>	15	Chapter 3	16	Chapter 3	17	Chapter 3
20	Chapter 3	21	<b>Early Dismissal</b> Chapter 4	22	Chapter 4	23	Chapter 4	24	Chapter 4
27		28		29		30		1	
27	Chapter 4	28	Review Chapters 1-4	29	<u>Chapter 1-4 Assessment</u>	30	DBQ Analysis	1	DBQ Analysis

\* All assignments listed below are due on the day they are listed.

Chapter 1: Read pages 8-30 and answer AP questions at the end of the chapter

Chapter 2: Read pages 40-56 and answer AP questions at the end of the chapter

Chapter 3: Read pages 60-78 and answer AP questions at the end of the chapter

Chapter 4: Read pages 80-102 and answer AP questions at the end of the chapter

Month of October - 2010

Monday	Tuesday	Wednesday	Thursday	Friday
27 Chapter 4	28 Review Chapters 1-4	29 <u>Chapter 1-4 Assessment</u>	30 Oct DBQ's	1 Oct DBQ's
4 Chapter 5	5 Chapter 5	6 Chapter 5	7 Chapter 5	8 Chapter 5
11 Chapter 6	12 Chapter 6	13 Chapter 6	14 Chapter 6	15 <u>Quiz Chapters 5-6</u>
18 Chapter 7	19 Chapter 7	20 Chapter 7	21 Chapter 7	22 Chapter 8
25 Chapter 8	26 Chapter 8	27 Chapter 8	28 Review Chapters 5-8	29 <b>End of 1st Quarter Chapter 5-8 Assessment</b>

\* All assignments listed below are due on the day they are listed.

Chapter 5: Read pages 104-125, answer AP questions at the end of the chapter

Chapter 6: Read pages 136-160, answer AP questions at the end of the chapter

Chapter 7: Read pages 162-183, answer AP questions at the end of the chapter

Chapter 8: Read pages 184-203, answer AP questions at the end of the chapter

Month of November - 2010

Monday		Tuesday		Wednesday		Thursday		Friday	
1	Chapter 9	2	<b>Teacher In-Service Day</b>	3	Chapter 9	4	Chapter 9	5	Chapter 10
8	Chapter 10	9	Chapter 10	10	<u>Quiz Chapter 9-10</u>	11	Chapter 11	12	Chapter 11
15	Chapter 11	16	Chapter 12	17	Chapter 12	18	Chapter 12	19	Review Chapters 9-12
22	<b>Early Dismissal</b> <u>Chapter 9-12 Assessment</u>	23	<b>Parent-Teacher Conference Day</b>	24	<b>Parent-Teacher Conference Day</b>	25	<b>Thanksgiving Day</b>	26	<b>Thanksgiving Holiday - no school</b>
29	<b>District Holiday</b>	30	DBQ Peer Review	1	Dec DBQ Peer Review	2	Dec Chapter 13	3	Dec Chapter 13

Chapter 9: Read pages 204-218, answer AP questions at the end of the chapter

Chapter 10: Read pages 220-241, answer AP questions at the end of the chapter

Chapter 11: Read pages 244-264, answer AP questions at the end of the chapter

Chapter 12: Read pages 266-286, answer AP questions at the end of the chapter

Month of December - 2010

Monday		Tuesday		Wednesday		Thursday		Friday	
30	<b>District Holiday</b>	30	DBQ Peer Review	1	DBQ Analysis	2	Chapter 13	3	Chapter 13
NOV		NOV							
6	Chapter 13	7	Chapter 13	8	Chapter 14	9	Chapter 14	10	Chapter 14
13	Chapter 14	14	<u>Quiz Chapter 13-14</u>	15	Chapter 15	16	Chapter 15	17	Chapter 15
20	Chapter 15	21	Review Chapters 13-15	22	<u>Chapter 13-15 Assessment</u>	23	<b>Christmas / New Year's Holiday</b>	24	<b>Christmas / New Year's Holiday</b>
27	<b>Christmas / New Year's Holiday</b>	28	<b>Christmas / New Year's Holiday</b>	29	<b>Christmas / New Year's Holiday</b>	30	<b>Christmas / New Year's Holiday</b>	31	<b>Christmas / New Year's Holiday</b>

Chapter 13: Read pages 290-312, answer AP questions at the end of the chapter  
 Chapter 14: Read pages 314-335, answer AP questions at the end of the chapter  
 Chapter 15: Read pages 336-349, answer AP questions at the end of the chapter

Month of January - 2011

Monday	Tuesday	Wednesday	Thursday	Friday
3 Chapter 1-5 Review Projects	4 Chapter 6-10 Review Projects	5 Chapter 11-15 Review Projects	6 Chapter 16	7 Chapter 16
10 Chapter 16	11 Chapter 17	12 Chapter 17	13 Chapter 17	14 <u>Quiz Chapter 16-17</u>
15 Chapter 18	16 Chapter 18	17 <b>Martin Luther King, Jr. Holiday - no school</b>	18 <b>Recording Day - non-attendance for students</b>	19 End of 2nd Quarter Chapter 19
24 Chapter 19	25 Chapter 19	26 Review Chapter 16- 19	27 <u>Chapter 16-19 Assessment</u>	28 DBQ Peer Review
31 Chapter 20	1 Chapter 20	2 Chapter 20	3 Chapter 21	4 Chapter 21

Chapter 16: Read pages 360-378, answer AP questions at the end of the chapter

Chapter 17: Read pages 380-398, answer AP questions at the end of the chapter

Chapter 18: Read pages 400-414, answer AP questions at the end of the chapter

Chapter 19: Read pages 416-442, answer AP questions at the end of the chapter

Chapter 20: Read pages 444-466, answer AP questions at the end of the chapter

Month of February - 2011

Monday	Tuesday	Wednesday	Thursday	Friday
31 Chapter 20	1 Chapter 20	2 Chapter 20	3 Chapter 21	4 Chapter 21
7 chapter 21	8 Chapter 21	9 <u>Quiz Chapter 20-21</u>	10 Chapter 22	11 Chapter 22
14 Chapter 22	15 Review chapters 20-22	16 <u>Chapter 20-22 Assessment</u>	17 Chapter 23	18 Chapter 23
21 <b>Teacher In-service Day</b>	22 Chapter 23	23 Chapter 24	24 Chapter 24	25 Chapter 24
28 Chapter 24	1 <u>Quiz Chapter 23-24</u>	2 Chapter 25	3 Chapter 25	4 Chapter 25

Chapter 21: Read pages 468-493, answer AP questions at the end of the chapter

Chapter 22: Read pages 494-516, answer AP questions at the end of the chapter

Chapter 23: Read pages 526-549, answer AP questions at the end of the chapter

Chapter 24: Read pages 550-573, answer AP questions at the end of the chapter

Chapter 25: Read pages 574-600, answer AP questions at the end of the chapter

Month of March - 2011

Monday	Tuesday	Wednesday	Thursday	Friday
28 Chapter 24	1 <u>Quiz Chapter 23-24</u>	2 Chapter 25	3 Chapter 25	4 Chapter 25
7 Chapter 26	8 Chapter 26	9 <b>Early Dismissal</b> Chapter 26	10 Review chapter 23-26	11 <u>Chapter 23-26 Assessment</u>
14 Chapter 27	15 Chapter 27	16 Chapter 27	17 DBQ Peer Review	18 Chapter 28
21 Chapter 28	22 Chapter 28	23 Chapter 29	24 Chapter 29	25 <b>End of 3rd Quarter</b> Chapter 29
28 <b>Spring Break</b>	29 Chapter 29	30 Review Chapters 27-29	31 Apr Chapter 27-29 Assessment	1 Apr Chapter 30

Chapter 26: Read pages 602-625, answer AP questions at the end of the chapter

Chapter 27: Read pages 626-645, answer AP questions at the end of the chapter

Chapter 28: Read pages 658-684, answer AP questions at the end of the chapter

Chapter 29: Read pages 686-720, answer AP questions at the end of the chapter

Chapter 30: Read pages 724-748, answer AP questions at the end of the chapter

Month of April - 2011

Monday		Tuesday		Wednesday		Thursday		Friday	
28	Mar <b>Spring Break</b>	29	Chapter 29	30	Review Chapters 27-29	31	Apr Chapter 27-29 Assessment	1	Apr Chapter 30
4		Chapter 30		5		Chapter 30		6	
11	Chapter 31	12	Chapter 32	13	Chapter 32	14	Chapter 32	15	<u>Quiz Chapters 31-32</u>
18	Chapter 33	19	Chapter 33	20	Chapter 33	21	Chapter 34	22	<b>Easter Break</b>
25	<b>Easter Break</b>	26	Chapter 34	27	Chapter 35	28	Chapter 35	29	Chapter 35

Chapter 31: Read pages 752-780, answer AP questions at the end of the chapter

Chapter 32: Read pages 782-802, answer AP questions at the end of the chapter

Chapter 33: Read pages 804-828, answer AP questions at the end of the chapter

Chapter 34: Read pages 830-856, answer AP questions at the end of the chapter

Chapter 35: Read pages 860-880, answer AP questions at the end of the chapter

Month of May - 2011

Monday		Tuesday		Wednesday		Thursday		Friday	
2	Chapters 1-5 Review	3	Chapters 6-10 Review	4	Chapters 11-15 Review	5	Chapters 16-20 Review	6	Chapters 21-25 Review
9	Chapters 26-30 Review	10	Chapters 31-25 Review	11	Test Overview	12	<b>AP WOLRD EXAM</b>	13	Introduce UN Simulation
16	<b>Early Dismissal</b> UN Simulation	17	<b>Non-attendance Day</b>	18	UN Simulation	19	UN Simulation	20	UN Simulation
23	UN Simulation	24	UN Simulation	25	UN Simulation	26	UN Simulation	27	UN Simulation
30	<b>Memorial Day</b>	31	UN Simulation	1	UN Simulation	2	UN Simulation	3	UN Simulation

From May 16 to the end of the school year we will have a United Nations Simulation.

Evaluate chronological thinking.

- □ Sequential order of historical narrative
- □ Continuity and change

8.1.12.A

- Context for events

**Historical Analysis and Skill Development are learned through and applied to the standards statements and their descriptors for 8.2. Pennsylvania History, 8.3. United States History and 8.4. World History.**

8.1.12.B Synthesize and evaluate historical sources.

- □ Literal meaning of historical passages
- □ Data in historical and contemporary maps, graphs and tables
- □ Different historical perspectives
- □ Data presented in maps, graphs and tables
- □ Visual data presented in historical evidence

**Historical Analysis and Skill Development are learned through and applied to the standards statements and their descriptors for 8.2. Pennsylvania History, 8.3. United States History and 8.4. World History.**

8.1.12.C Evaluate historical interpretation of events.

- □ Impact of opinions on the perception of facts
- □ Issues and problems in the past
- □ Multiple points of view
- □ Illustrations in historical stories and sources
- □ Connections between causes and results
- □ Author or source of historical narratives' points of view
- □ Central issue

**Historical Analysis and Skill Development are learned through and applied to the standards statements and their descriptors for 8.2. Pennsylvania History, 8.3. United States History and 8.4. World History.**

8.1.12.D Synthesize historical research.

- □ Historical event (time and place)
- □ Facts, folklore and fiction
- Historical questions
- Primary sources
- □ Secondary sources
- □ Conclusions (e.g., Senior Projects, research papers, debates)
- Credibility of evidence

**Historical Analysis and Skill Development are learned through and applied to the standards statements and their descriptors for 8.2. Pennsylvania History, 8.3. United States History and 8.4. World History.**

8.4.12.A Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.

- Political and Military Leaders (e.g., Askia Daud, Simon Bolivar, Napoleon Bonaparte, Mao Zedong)
- □Cultural and Commercial Leaders (e.g., Chinua Achebe, Gabriel Garcia Marquez, Akira Kurosawa, Christopher Columbus)
- Innovators and Reformers (e.g., Nelson Mandela, Louis-Joseph Papineau, Mohandas Gandhi, Alexander Fleming)

**Standard Category 8.1. Historical Analysis and Skills Development should be applied to the above standard statements and descriptors. Suggested chronology in organizing the content for grade levels 7-9 and 10-12 use the 15<sup>th</sup> century as the dividing point; however, instruction is encouraged that draws on prior and later events in history so that students may develop a seamless view of the world.**

8.4.12.B Evaluate historical documents, material artifacts and historic sites important to world history since 1450.

- Documents, Writings and Oral Traditions (e.g., Declaration of the International Conference on Sanctions Against South Africa; Monroe Doctrine, Communist Manifesto, Luther's Ninety-five Theses)
- Artifacts, Architecture and Historic Places (e.g., Robben Island, New York World Trade Center, Hiroshima Ground Zero Memorial, Nazi concentration camps)
- Historic districts (e.g., Timbuktu, Centre of Mexico City and Xochimilco, Taj Mahal and Gardens, Kremlin and Red Square)

**Standard Category 8.1. Historical Analysis and Skills Development should be applied to the above standard statements and descriptors. Suggested chronology in organizing the content for grade levels 7-9 and 10-12 use the 15<sup>th</sup> century as the dividing point; however, instruction is encouraged that draws on prior and later events in history so that students may develop a seamless view of the world.**

8.4.12.C Evaluate 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.

- □Africa
- Americas
- □Asia
- Europe

**Standard Category 8.1. Historical Analysis and Skills Development should be applied to the above standard statements and descriptors. Suggested chronology in organizing the content for grade levels 7-9 and 10-12 use the 15<sup>th</sup> century as the dividing point; however, instruction is encouraged that draws on prior and later events in history so that students may develop a seamless view of the world.**

8.4.12.D Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe.

- □Domestic Instability
- Ethnic and Racial Relations
- □Labor Relations
- Immigration and Migration
- Military Conflicts

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