

CHINO VALLEY UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL GUIDE
WORLD HISTORY ADVANCED PLACEMENT

Course Number	5204
Department	Social Science
Length of Course	Two (2) semesters/One (1) year
Grade Level	9-10
Credit	5 units per semester/10 total units – world history
Prerequisite	Teacher recommendation
Repeatable	Not repeatable for credit
UC/CSU	Meets “a” history/social science requirement
Board Approved	November 6, 2008

Description of Course - The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. Focused primarily on the past thousand years of the global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage prior to 1000 C.E.* Periodization, explicitly discussed, forms the organizing principle for dealing with change and continuity from that point to the present. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

*This program uses the designation B.C.E. (Before the Common Era) and C.E. (Common Era); these labels correspond to B.C. (Before Christ) and A.D. (Anno Domini).

Student Selection - Admission to an AP course should depend on the student interest in the subject as well as on such formal credentials as an outstanding record of academic performance. Many highly motivated students with less-than-outstanding records have successfully completed AP courses and have obtained college credit, advanced placement, or both, through an AP Examination.

Standard 1 - Students will understand the major developments and the various differences/similarities in world history from 8000 B.C.E. to 600 C.E.

1.1 Objective: Be able to locate world history in its environment and time.

- 1.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the interaction of geography and climate with the development of human society.
- 1.1.2 Performance Indicator: Students will be able to demonstrate an understanding of the environment as a historical actor.
- 1.1.3 Performance Indicator: Students will be able to demonstrate an understanding of the major changes resulting from human and environmental changes.
- 1.1.4 Performance Indicator: Students will be able to demonstrate an understanding of the periodization in early human history.
- 1.1.5 Performance Indicator: Students will be able to demonstrate an understanding of the nature and causes of changes associated with the time span.
- 1.1.6 Performance Indicator: Students will be able to demonstrate an understanding of the continuities and breaks within the time span; e.g. the transition from river valley civilizations to classical civilizations.
- 1.1.7 Performance Indicator: Students will be able to demonstrate an understanding of the issues involved in using "civilization" as an organizing principle in world history.
- 1.1.8 Performance Indicator: Students will be able to demonstrate an understanding of the common sources of change: connection, diffusion and independent invention.
- 1.1.9 Performance Indicator: Students will be able to demonstrate an understanding of the effect of the Neolithic Revolution on gender relations.
- 1.2 Objective: Analyze the development of agriculture and technology.
 - 1.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the agricultural, pastoral and foraging societies and their demographic characteristics (Africa, the Americas, Europe, and Asia).
 - 1.2.2 Performance Indicator: Students will be able to demonstrate an understanding of the emergence of agricultural and technological change.
 - 1.2.3 Performance Indicator: Students will be able to demonstrate an understanding of the nature of village settlements.

- 1.2.4 Performance Indicator: Students will be able to demonstrate an understanding of the impact of agriculture on the environment.
- 1.2.5 Performance Indicator: Students will be able to demonstrate an understanding of the introduction of key stages of metal use.
- 1.3 Objective: Analyze the basic features of early civilizations in different environments: culture, state, and social structure, with the goal of comparing/contrasting two of them.
 - 1.3.1 Performance Indicator: Students will be able to demonstrate an understanding of Mesopotamia.
 - 1.3.2 Performance Indicator: Students will be able to demonstrate an understanding of Egypt.
 - 1.3.3 Performance Indicator: Students will be able to demonstrate an understanding of the Indus Valley (Harrapan) civilization.
 - 1.3.4 Performance Indicator: Students will be able to demonstrate an understanding of the Shang Huang He (Yellow River) civilization.
 - 1.3.5 Performance Indicator: Students will be able to demonstrate an understanding of the Mesoamerican and Andean South American civilizations.
- 1.4 Objective: Analyze the classical civilizations.
 - 1.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the major political developments in China, India, the Mediterranean, and Mesoamerica.
 - 1.4.2 Performance Indicator: Students will be able to demonstrate an understanding of the social and gender structures.
 - 1.4.3 Performance Indicator: Students will be able to demonstrate an understanding of the major trading patterns within and among classical civilizations, including contacts with adjacent regions.
 - 1.4.4 Performance Indicator: Students will be able to demonstrate an understanding of the arts sciences, and technologies.
- 1.5 Objective: Analyze the major belief systems prior to 600 C.E.

- 1.5.1 Performance Indicator: Students will be able to demonstrate an understanding of polytheism.
- 1.5.2 Performance Indicator: Students will be able to demonstrate an understanding of Hinduism.
- 1.5.3 Performance Indicator: Students will be able to demonstrate an understanding of Judaism.
- 1.5.4 Performance Indicator: Students will be able to demonstrate an understanding of Confucianism.
- 1.5.5 Performance Indicator: Students will be able to demonstrate an understanding of Daoism.
- 1.5.6 Performance Indicator: Students will be able to demonstrate an understanding of Buddhism.
- 1.5.7 Performance Indicator: Students will be able to demonstrate an understanding of Christianity.
- 1.6 Objective: Analyze the late classical period (200-600 C.E.).
 - 1.6.1 Performance Indicator: Students will be able to demonstrate an understanding of the collapse of empires and states including Han China, Gupta India, and the Western Roman Empire.
 - 1.6.2 Performance Indicator: Students will be able to demonstrate an understanding of the movements of people, including the Bantu, Huns, Germans and Polynesians.
 - 1.6.3 Performance Indicator: Students will be able to demonstrate an understanding of the interregional networks in 600 C.E., including trade and religious ideas.

Standard 2 - Students will understand the major developments and the various similarities/differences in world history from 600 to 1450 C.E.

- 2.1 Objective: Analyze periodization.

- 2.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the nature and causes of changes in the world history framework leading up to 600-1450 C.E. as a period.

- 2.1.2 Performance Indicator: Students will be able to demonstrate an understanding of the emergence of new empires and political systems, including the Umayyad, Abbasid, Byzantine, Russian, Sudanic states, Swahili Coast, Tang, Song and Ming China, Delhi Sultanate, Mongol, Turkish, Aztec and Inca.
- 2.1.3 Performance Indicator: Students will be able to demonstrate an understanding of the continuities and breaks within the period, including the effects of the Mongols on international contacts and on specific societies.
- 2.2 Objective: Analyze the Islamic world.
 - 2.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the rise and role of Dar al-Islam as a unifying cultural and economic force in Eurasia and Africa.
 - 2.2.2 Performance Indicator: Students will be able to demonstrate an understanding of the Islamic political structures, including the caliphate.
 - 2.2.3 Performance Indicator: Students will be able to demonstrate an understanding of the arts, sciences, and technologies.
- 2.3 Objective: Analyze the interregional networks and Contacts.
 - 2.3.1 Performance Indicator: Students will be able to demonstrate an understanding of the development and shifts in interregional trade, technology, and cultural exchange, including the trans-Saharan trade, Indian Ocean trade, Silk Roads, and economic innovations (e.g. Tang, Song, and early Ming China, Swahili Coast trade, economic systems in America).
 - 2.3.2 Performance Indicator: Students will be able to demonstrate an understanding of the missionary outreach of major religions.
 - 2.3.3 Performance Indicator: Students will be able to demonstrate an understanding of the impact of the Mongol empires.
- 2.4 Objective: Analyze the political systems and cultural patterns.
 - 2.4.1 Performance Indicator: Students will be able to demonstrate an understanding of East Asia, including China's expansion, the Chinese influence on surrounding areas and its limits (Japan, Vietnam and Korea), and the changes and continuities in Confucianism.

- 2.4.2 Performance Indicator: Students will be able to demonstrate an understanding of the Americas, including the apex and decline of the Maya, rise of the Aztecs, and the rise of the Inca.
- 2.4.3 Performance Indicator: Students will be able to demonstrate an understanding of the restructuring of Europe, including the decentralization of medieval society, division of Christianity, and the revival of the cities.
- 2.4.4 Performance Indicator: Students will be able to demonstrate an understanding of Africa, including the Sudanic Empires (Mali, Ghana and Songhay), and the Swahili coast.
- 2.4.5 Performance Indicator: Students will be able to demonstrate an understanding of South Asia and Southeast Asia, including the Delhi Sultanate and Vietnam.
- 2.4.6 Performance Indicator: Students will be able to demonstrate an understanding of the arts, sciences and technologies of this period.
- 2.5 Objective: Analyze the demographic and environmental changes.
 - 2.5.1 Performance Indicator: Students will be able to demonstrate an understanding of the impact of migrations on Afro-Eurasia and the Americas, including the Aztecs, Mongols, Turks, Vikings and Arabs.
 - 2.5.2 Performance Indicator: Students will be able to demonstrate an understanding of the consequences of the plague pandemics in the 14th century.
 - 2.5.3 Performance Indicator: Students will be able to demonstrate an understanding of the growth and role of cities, including the expansion of urban commercial centers in Song China and administrative centers in Africa and the Americas.
- 2.6 Objective: Analyze the diverse interpretations of the period.
 - 2.6.1 Performance Indicator: Students will be able to demonstrate an understanding of the issues involved in using cultural areas rather than states as units of analysis.
 - 2.6.2 Performance Indicator: Students will be able to demonstrate an understanding of the sources of change, including monadic migrations and urban growth.

- 2.6.3 Performance Indicator: Students will be able to demonstrate an understanding of whether there was a world economic network in this period.
- 2.6.4 Performance Indicator: Students will be able to demonstrate an understanding of whether there were common patterns in the new opportunities available to and constraints placed on elite women in this time period.
- 2.6.5 Performance Indicator: Students will be able to demonstrate an understanding of what extent Dar al-Islam was a unified cultural/political entity.

Standard 3 - Students will understand the major developments and the various similarities/differences in world history from 1450 to 1750 C.E.

3.1 Objective: Analyze the questions of periodization.

- 3.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the continuities and breaks from the previous period.
- 3.1.2 Performance Indicator: Students will be able to demonstrate an understanding of the continuities and breaks within this period.

3.2 Objective: Analyze the changes in trade, technology and global interactions.

- 3.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the Columbian Exchange.
- 3.2.2 Performance Indicator: Students will be able to demonstrate an understanding of the impact of guns.
- 3.2.3 Performance Indicator: Students will be able to demonstrate an understanding of the changes in shipbuilding.
- 3.2.4 Performance Indicator: Students will be able to demonstrate an understanding of the changes in navigational devices.

3.3 Objective: Analyze the major empires and other political units and social systems.

- 3.3.1 Performance Indicator: Students will be able to demonstrate an understanding of the Aztec, Inca, Ottoman, Chinese, Portuguese, Spanish, Russian, French, British, Tokugawan, and Mughal Empires.

- 3.3.2 Performance Indicator: Students will be able to demonstrate an understanding of the characteristics of the African kingdoms in general but knowing one (Kongo, Benin, Oyo, Dahomey, Ashanti or Songhay) in particular.
- 3.3.3 Performance Indicator: Students will be able to demonstrate an understanding of gender and empire, including the role of women in households and in politics.
- 3.4 Objective: Analyze slave systems and slave trades.
- 3.5 Objective: Analyze demographic and environmental changes.
 - 3.5.1 Performance Indicator: Students will be able to demonstrate an understanding of changes in diseases.
 - 3.5.2 Performance Indicator: Students will be able to demonstrate an understanding of changes in animals.
 - 3.5.3 Performance Indicator: Students will be able to demonstrate an understanding of the new crops.
 - 3.5.4 Performance Indicator: Students will be able to demonstrate an understanding of population trends.
- 3.6 Objective: Analyze cultural and intellectual developments.
 - 3.6.1 Performance Indicator: Students will be able to demonstrate an understanding of the Scientific Revolution and the Enlightenment.
 - 3.6.2 Performance Indicator: Students will be able to demonstrate an understanding of the comparative global causes and impacts of cultural change, including African contributions to cultures in the Americas.
 - 3.6.3 Performance Indicator: Students will be able to demonstrate an understanding of the major developments and exchanges in the arts, including the Mughal and the Americas.
 - 3.6.4 Performance Indicator: Students will be able to demonstrate an understanding of the creation of new religions, including Vodun, Zen, Sikhism, and Protestantism,
- 3.7 Objective: Analyze the diverse interpretations of the period.

3.7.1 Performance Indicator: Students will be able to demonstrate an understanding of the various debates about the timing and extent of European predominance in the world economy.

3.7.2 Performance Indicator: Students will be able to demonstrate an understanding of the how the world economic system of this period compares with the patterns of interregional trade in the previous period.

Standard 4 -Students will understand the major developments and the various similarities/differences in world history from 1750 to 1914 C.E.

4.1 Objective: Analyze the questions of periodization.

4.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the continuities, breaks, and causes of change from the previous period.

4.1.2 Performance Indicator: Students will be able to demonstrate an understanding of the continuities, breaks, and causes of change within the period.

4.2 Objective: Analyze the changes in global commerce, communications and technology.

4.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the Industrial Revolution, including the transformative effects on and differential timing in different societies, mutual relation of industrial and scientific developments, and commonalities.

4.2.2 Performance Indicator: Students will be able to demonstrate an understanding of the changes in patterns of world trade.

4.3 Objective: Analyze the demographic and environmental changes.

4.3.1 Performance Indicator: Students will be able to demonstrate an understanding of the migrations of the period.

4.3.2 Performance Indicator: Students will be able to demonstrate an understanding of the end of the Atlantic slave trade.

4.3.3 Performance Indicator: Students will be able to demonstrate an understanding of the new birthrate patterns.

4.3.4 Performance Indicator: Students will be able to demonstrate an understanding of the changes in food supplies.

- 4.3.5 Performance Indicator: Students will be able to demonstrate an understanding of the changes in medicine.
- 4.4 Objective: Analyze the changes in social and gender structure.
 - 4.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the changes due to the Industrial Revolution.
 - 4.4.2 Performance Indicator: Students will be able to demonstrate an understanding of the commercial and demographic developments.
 - 4.4.3 Performance Indicator: Students will be able to demonstrate an understanding of the emancipation of serfs/slaves.
 - 4.4.4 Performance Indicator: Students will be able to demonstrate an understanding of the tension between work patterns and ideas about gender.
 - 4.4.5 Performance Indicator: Students will be able to demonstrate an understanding of the new forms of labor systems.
- 4.5 Objective: Analyze the political revolutions, independence movements and new political ideas.
 - 4.5.1 Performance Indicator: Students will be able to demonstrate an understanding of the United States and Latin American independence movements.
 - 4.5.2 Performance Indicator: Students will be able to demonstrate an understanding of the revolutions in France, Mexico, Haiti, and China.
 - 4.5.3 Performance Indicator: Students will be able to demonstrate an understanding of the rise of nationalism, nation-states and the movements of political reform.
 - 4.5.4 Performance Indicator: Students will be able to demonstrate an understanding of the rise of democracy and its limitations, including reform, women and racism.
- 4.6 Objective: Analyze the rise of Western dominance.
 - 4.6.1 Performance Indicator: Students will be able to demonstrate an understanding of Western dominance economically, militarily, politically, socially, culturally, artistically, patterns of expansion, imperialism, colonialism, and neocolonialism.

- 4.6.2 Performance Indicator: Students will be able to demonstrate an understanding of different cultural and political reactions to Western dominance, including dissent, reform, resistance, rebellion, racism, and nationalism.
- 4.6.3 Performance Indicator: Students will be able to demonstrate an understanding of the impact of changing European ideologies on colonial administrations.
- 4.7 Objective: Analyze the patterns of cultural and artistic interactions among societies in different parts of the world, including African and Asian influences on European art and the cultural policies of Meiji Japan.
- 4.8 Objective: Analyze the diverse interpretations of the period.
 - 4.8.1 Performance Indicator: Students will be able to demonstrate an understanding of the debates concerning the causes/effects of serf and slave emancipation.
 - 4.8.2 Performance Indicator: Students will be able to demonstrate an understanding of the serf/slave emancipation fits into the broader comparison of labor systems.
 - 4.8.3 Performance Indicator: Students will be able to demonstrate an understanding of the debates concerning the roles of women during this period.
 - 4.8.4 Performance Indicator: Students will be able to demonstrate an understanding of the debates concerning the roles of colonial women in this period.
 - 4.8.5 Performance Indicator: Students will be able to demonstrate an understanding of the debates concerning the causes of European/British technological innovation versus developments in Asia/China.

Standard 5 - Students will understand the major developments and the various similarities/differences in world history from 1914 to the present.

- 5.1 Objective: Analyze the questions of periodization.
 - 5.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the continuities, breaks, and causes of change from the previous period.

- 5.1.2 Performance Indicator: Students will be able to demonstrate an understanding of the continuities, breaks, and causes of change within the period.
- 5.2 Objective: Analyze the war and peace in a global context.
 - 5.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the World Wars.
 - 5.2.2 Performance Indicator: Students will be able to demonstrate an understanding of colonial soldiers in the First World War.
 - 5.2.3 Performance Indicator: Students will be able to demonstrate an understanding of the Holocaust.
 - 5.2.4 Performance Indicator: Students will be able to demonstrate an understanding of the Cold War.
 - 5.2.5 Performance Indicator: Students will be able to demonstrate an understanding of nuclear weaponry.
 - 5.2.6 Performance Indicator: Students will be able to demonstrate an understanding of the international organizations and their effects on the global framework, including the globalization of diplomacy and conflict, the global balance of power, the reduction of European influence, the League of Nations, the United Nations and the Nonaligned Nations.
- 5.3 Objective: Analyze the new patterns of nationalism.
 - 5.3.1 Performance Indicator: Students will be able to demonstrate an understanding of fascism.
 - 5.3.2 Performance Indicator: Students will be able to demonstrate an understanding of decolonization.
 - 5.3.3 Performance Indicator: Students will be able to demonstrate an understanding of racism.
 - 5.3.4 Performance Indicator: Students will be able to demonstrate an understanding of genocide.
 - 5.3.5 Performance Indicator: Students will be able to demonstrate an understanding of the breakup of the Soviet Union.
- 5.4 Objective: Analyze the effects of major global economic developments.

- 5.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the Great Depression in Latin America.
- 5.4.2 Performance Indicator: Students will be able to demonstrate an understanding of the changes in technology.
- 5.4.3 Performance Indicator: Students will be able to demonstrate an understanding of the rise of the Pacific Rim.
- 5.4.4 Performance Indicator: Students will be able to demonstrate an understanding of the rise of multinational corporations.
- 5.5 Objective: Analyze the new forces of revolution and other sources of political innovations.
- 5.6 Objective: Analyze social reform and revolution.
 - 5.6.1 Performance Indicator: Students will be able to demonstrate an understanding of the changing gender roles.
 - 5.6.2 Performance Indicator: Students will be able to demonstrate an understanding of the changing family structures.
 - 5.6.3 Performance Indicator: Students will be able to demonstrate an understanding of the rise of feminism.
 - 5.6.4 Performance Indicator: Students will be able to demonstrate an understanding of the rise of peasant protests.
 - 5.6.5 Performance Indicator: Students will be able to demonstrate an understanding of international Marxism.
 - 5.6.6 Performance Indicator: Students will be able to demonstrate an understanding of the rise of religious fundamentalism.
- 5.7 Objective: Analyze the globalization of science, technology and culture.
 - 5.7.1 Performance Indicator: Students will be able to demonstrate an understanding of the developments in global cultures and regional reactions, including science and consumer cultures.
 - 5.7.2 Performance Indicator: Students will be able to demonstrate an understanding of the interactions between elite and popular culture and art.

- 5.7.3 Performance Indicator: Students will be able to demonstrate an understanding of the patterns of resistance including religious responses.
- 5.8 Objective: Analyze the demographic and environmental changes.
 - 5.8.1 Performance Indicator: Students will be able to demonstrate an understanding of migrations.
 - 5.8.2 Performance Indicator: Students will be able to demonstrate an understanding of the changes in birthrates and death rates.
 - 5.8.3 Performance Indicator: Students will be able to demonstrate an understanding of the new forms of urbanization.
 - 5.8.4 Performance Indicator: Students will be able to demonstrate an understanding of deforestation.
 - 5.8.5 Performance Indicator: Students will be able to demonstrate an understanding of the green/environmental movement.
 - 5.8.6 Performance Indicator: Students will be able to demonstrate an understanding of the rural to urban shift.
- 5.9 Objective: Analyze the diverse interpretations of the period.
 - 5.9.1 Performance Indicator: Students will be able to demonstrate an understanding of the debates over whether cultural convergence or diversity is the best model for understanding the increased intercultural contact in the modern world.
 - 5.9.2 Performance Indicator: Students will be able to demonstrate an understanding of the debates as to what the advantages/disadvantages of using units of analysis for the modern world, such as the nation, the world, the West, and the developing world.