

Wilson Area School District Planned Course Guide

Title of planned course: Honors Advanced World History

Subject Area: Social Studies

Grade Level: 12th

Course Description: The Honors Advanced World History course consists of six chronological periods viewed through the lens of related key concepts and course themes, accompanied by a set of skills that clearly define what it means to think historically. The course is taught in an independent study format that requires students to be self-disciplined and efficient time managers. Students will take the AP World History exam at the conclusion of the course.

Time/Credit for this Course: One Full Academic Year

Curriculum Writing Committee: Daryl Feldman

Curriculum Map

- August:** Unit I – Technological and Environmental Transformations to c. 600 B.C.E.
- September:** Unit I – Technological and Environmental Transformations to c. 600 B.C.E.
Unit 2 – Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.
- October:** Unit 2 – Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.
Unit 3 – Regional and Transregional Interactions, c. 600 C.E. to c. 1450
- November:** Unit 3 – Regional and Transregional Interactions, c. 600 C.E. to c. 1450
- December:** Unit 4 – Global Interactions, c. 1450 to c. 1750
- January:** Unit 4 – Global Interactions, c. 1450 to c. 1750
- February:** Unit 5 – Industrialization and Global Integration, c. 1750 to c. 1900
- March:** Unit 5 – Industrialization and Global Integration, c. 1750 to c. 1900
- April:** Unit 6 – Accelerating Global Change and Realignment, c. 1900 to the Present
- May:** AP Exam review / prep
AP Exam
Unit 6 – Accelerating Global Change and Realignment, c. 1900 to the Present
- June:** Unit 6 – Accelerating Global Change and Realignment, c. 1900 to the Present

**Wilson Area School District
Planned Course Materials**

Course Title: Honors Advanced World History

Textbook: Ways of the World: A Brief Global History with Sources
Strayer, Robert
Boston: Bedford/St. Martin's, 2011

Supplemental Books: Worlds of History: A Comparative Reader
3rd Edition
Reilly, Kevin
Boston: Bedford/St. Martin's, 2009

Curriculum Scope & Sequence

Planned Course: Honors Advanced World History

Unit: Technological and Environmental Transformations to c. 600 B.C.E.

Time frame: 1 – 2 weeks

State Standards: 6.1.W.B, 6.2.W.G., 6.4.W.D., 7.1.W.A., 7.3.W.A.

Essential content/objectives: At end of the unit, students will be able to:

- Use archeological evidence to trace the migration of humans from East Africa throughout Eurasia, Australia, and the Americas
- Describe how practice of agriculture and pastoralism associated with the Neolithic Revolution transformed human societies and led to new and more complex social and economic systems over time
- Understand why the physical environment helped to determine why core and foundational civilizations first emerged in certain regions of the world but not others
- Understand how control over resources influenced state formation within core and foundational civilizations
- Evaluate the ways in which culture is both cause and consequence of the increasing complexity of core and foundational civilization

Core Activities: Students will complete/participate in the following:

- Assigned readings
- Map activity
- Small group discussion
- Evaluate primary and secondary source material
- Graphic organizers
- Video clips

Instructional Methods: Independent study

Assessments:

- Constructed-response questions
- Thesis statement / essay
- Seminar
- Self-assessment

Curriculum Scope & Sequence

Planned Course: Honors Advanced World History

Unit: Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.

Time frame: 4 – 5 weeks

State Standards: 6.2.W.G., 6.4.W.D., 7.1.W.A.

Essential content/objectives: At end of the unit, students will be able to:

- Compare the core beliefs of new and existing religious and cultural traditions
- Analyze causes and consequences of the spread of major belief systems
- Explain why the number and size of states and empires grew
- Compare how rulers in societies maintained control
- Compare social and economic institutions in imperial societies in Afro-Eurasia and the Americas
- Analyze the causes of the decline of empires
- Explain how physical environment and technology influenced the development of transregional communication

Core Activities: Students will complete/participate in the following:

- Assigned readings
- Map activity
- Timeline activity
- Small group discussion
- Evaluate primary and secondary source material
- Graphic organizers
- Video clips

Instructional Methods: Independent study

Assessments:

- Constructed-response questions
- Document-based questions
- Thesis statement / essay
- Seminar
- Self-assessment

Curriculum Scope & Sequence

Planned Course: Honors Advanced World History

Unit: Regional and Transregional Interactions, c. 600 C.E. to c. 1450

Time frame: 6 – 7 weeks

State Standards: 6.1.W.B., 6.2.W.G., 6.3.W.B., 6.4.W.D., 7.1.W.A., 7.3.W.A.

Essential content/objectives: At end of the unit, students will be able to:

- Describe how technological developments and new commercial practices helped to create and accelerate trade, communication, and exchange
- Identify the cultural effects of increased human migration and trade
- Explain the biological effects of trade and human migration
- Describe changes in state formation and identify causes/effects of the changes
- Discuss examples of technological and cultural transfer that resulted from interregional contacts and conflicts among states and empires
- Understand how trade and human migration is considered both a product and cause of innovations in agriculture and industry
- Describe the role and function of cities
- Describe how social structures display both change and continuity

Core Activities: Students will complete/participate in the following:

- Assigned readings
- Map activity
- Small group discussion
- Evaluate primary and secondary source material
- Video clips
- Multimedia project

Instructional Methods: Independent study

Assessments:

- Constructed-response questions
- Thesis statement / essay
- Seminar
- Self-assessment

Curriculum Scope & Sequence

Planned Course: Honors Advanced World History

Unit: Global Interactions, c. 1450 to c. 1750

Time frame: 5 – 6 weeks

State Standards: 5.1.W.B., 6.1.W.B., 6.2.W.A., 6.3.W.B., 6.3.W.B., 6.4.W.C., 8.1.W.A.

Essential content/objectives: At end of the unit, students will be able to:

- Describe the new global circulation of goods and discuss the prosperity and disruption that resulted
- Describe how developments in technology facilitated transoceanic travel
- Understand the role played by European companies in creating global trade
- Explain the connections between the Eastern and Western hemispheres as a result of the Columbian Exchange
- Trace the diffusion of existing religious beliefs across hemispheres
- Analyze changes and continuities in peasant agriculture
- Analyze changes and continuities in ethnic, racial, and gender hierarchies
- Discuss the methods rulers used to legitimize and consolidate power
- Relate the establishment of large empires to the use of gunpowder weaponry
- Understand how competition over trade led to state consolidation and expansion

Core Activities: Students will complete/participate in the following:

- Assigned readings
- Map activity
- Timeline activity
- Small group discussion
- Evaluate primary and secondary source material
- Multimedia presentation
- Research assignment
- Video / documentary clips

Instructional Methods: Independent Study

Assessments:

- Constructed-response questions
- Thesis statement / essay
- Seminar
- Self-assessment

Curriculum Scope & Sequence

Planned Course: Honors Advanced World History

Unit: Industrialization and Global Integration, c. 1750 to c. 1900

Time frame: 6 – 7 weeks

State Standards: 5.3.W.J., 6.1.W.B, 6.2.W.A., 6.2.W.G., 6.4.W.C., 7.3.W.A.

Essential content/objectives: At end of the unit, students will be able to:

- Describe how industrialization changed the production of goods and services
- Understand how global trade changed as a result of industrialization
- List economic and social transformations that resulted from changes in the global economy
- Explain how states established and expanded transoceanic empires
- Describe how Social Darwinism justified imperialism
- Evaluate the role of the Enlightenment in fomenting revolution
- Define nationalism and evaluate its role in fomenting rebellion against imperial rule
- Understand how liberalism, communism, and socialism evolved
- Discuss how migration patterns changed in response to industrialization

Core Activities: Students will complete/participate in the following:

- Assigned readings
- Map activity
- Small group discussion
- Evaluate primary and secondary source material
- Graphic organizers
- Video clips
- Multimedia presentation

Instructional Methods: Independent Study

Assessments:

- Constructed-response questions
- Thesis statement / essay
- Seminar
- Self-assessment

Curriculum Scope & Sequence

Planned Course: Honors Advanced World History

Unit: Accelerating Global Change and Realignment, c. 1900 to the Present

Time frame: 6 – 7 weeks

State Standards: 5.1.W.B., 5.2.W.B., 5.4.W.C, 6.2.W.A., 6.2.W.C, 6.2.W.E., 6.3.W.B.

Essential content/objectives: At end of the unit, students will be able to:

- Discuss the impact of advances in science and technology
- Analyze the environmental consequences of population growth
- Evaluate the impact of epidemic diseases on demographic patterns
- Explain how new forms of transregional political organization developed
- Analyze the impact of anti-imperialist ideologies in the dissolution of empires
- Describe the scale and scope of military conflicts
- Identify social, cultural, and political, responses to conflict
- Describe how states responded to the economic challenges of the 20th c.
- Understand how new conceptions of society challenged assumptions about race, gender, class, and religion
- Analyze the process by which popular and consumer culture became global

Core Activities: Students will complete/participate in the following:

- Assigned readings
- Map activity
- Small group discussion
- Evaluate primary and secondary source material
- Graphic organizers
- Video clips

Instructional Methods: Independent Study

Assessments:

- Constructed-response questions
- Thesis statement / essay
- Seminar
- Self-assessment