

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



## AP World History

<b>Board Approval Date: June 18, 2020</b>	<b>Course Length: 2 Semesters</b>
<b>Grading: A-F</b>	<b>Credits: 5 Credits per Semester</b>
<b>Proposed Grade Level(s): 10</b>	<b>Subject Area: History/Social Science Elective Area (if applicable):</b>
<b>Prerequisite(s): A or B in World Geography and overall 3.0 GPA</b>	<b>Corequisite(s):</b>
<b>CTE Sector/Pathway: N/A</b>	
<b>Intent to Pursue 'A-G' College Prep Status: Yes</b>	
<b>A-G Course Identifier: (a) History/Social Science</b>	
<b>Graduation Requirement: Yes</b>	
<b>Course Intent: District Course Program (if applicable): AP</b>	

### COURSE DESCRIPTION:

Students will develop a greater understanding of the evolution of global processes and contacts including interactions over time. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies.

**DETAILED UNITS OF INSTRUCTION:**

<b>Unit Number/Title</b>	<b>Unit Essential Questions</b>	<b>Examples of Formative Assessments</b>	<b>Examples of Summative Assessment</b>
<b>1. The Global Tapestry: 1200-1450</b>	How did the varying regions of the world develop from 1200 to 1450?	*Stanford History Education Group(SHEG) document based questions *Vocabulary Quizzes *Multiple Choice Quizzes *College Board Sample Questions	*Multiple Choice Exam *Short answer Essay *5 Paragraph Essay *Unit Project *In Class Presentations
<b>2. Networks of Exchange: 1200-1450</b>	What means of trade and exchange existed across the world between 1200 and 1450 and what impact did they have?	*Stanford History Education Group (SHEG) questions *Vocabulary Quizzes *Multiple Choice Quizzes *College Board Sample Questions	*Multiple Choice Exam *Short answer Essay *5 Paragraph Essay *Unit Project *In Class Presentations
<b>3. Land-Based Empires: 1450-1750</b>	How did empires expand between 1450 and 1750 and how did they compare to each other?	*Stanford History Education Group (SHEG) questions *Vocabulary Quizzes *Multiple Choice Quizzes *College Board Sample Questions	*Multiple Choice Exam *Short answer Essay *5 Paragraph Essay *Unit Project *In Class Presentations
<b>4. Transoceanic Interactions 1450-1750</b>	In what ways did transoceanic interactions expand between 1450 and 1750 and what was their impact?	*Stanford History Education Group (SHEG) questions *Vocabulary Quizzes *Multiple Choice Quizzes *College Board Sample Questions	*Multiple Choice Exam *Short answer Essay *5 Paragraph Essay *Unit Project *In Class Presentations
<b>5. Revolutions: 1750-1900</b>	In what ways did the world experience economic, social and political revolutions between 1750 and 1900?	*Stanford History Education Group (SHEG) questions *Vocabulary Quizzes *Multiple Choice Quizzes *College Board Sample Questions	*Multiple Choice Exam *Short answer Essay *5 Paragraph Essay *Unit Project *In Class Presentations
<b>6. Consequences of Industrialization: 1750-1900</b>	What were the effects of imperialism that grew out of the industrial age?	*Stanford History Education Group (SHEG) questions *Vocabulary Quizzes *Multiple Choice Quizzes *College Board Sample Questions	*Multiple Choice Exam *Short answer Essay *5 Paragraph Essay *Unit Project *In Class Presentations

<b>7. Global Conflict: 1900-Present</b>	What were the causes and consequences of WWI and WWII? What role did mass atrocities play in the global conflicts?	*Stanford History Education Group (SHEG) questions *Vocabulary Quizzes *Multiple Choice Quizzes *College Board Sample Questions	*Multiple Choice Exam *Short answer Essay *5 Paragraph Essay *Unit Project *In Class Presentations
<b>8. Cold War and Decolonization: 1900-Present</b>	What were the causes of the Cold War? What conflicts manifested as a result of the Cold War? What were the consequences of the End of the Cold War?	*Stanford History Education Group (SHEG) questions *Vocabulary Quizzes *Multiple Choice Quizzes *College Board Sample Questions	*Multiple Choice Exam *Short answer Essay *5 Paragraph Essay *Unit Project *In Class Presentations
<b>9. Globalization: 1900-Present</b>	What is the impact of globalization on the economies, cultures, governments and structures of modern nation states?	*Stanford History Education Group (SHEG) questions *Vocabulary Quizzes *Multiple Choice Quizzes *College Board Sample Questions	*Multiple Choice Exam *Short answer Essay *Extended Answer Essay *Unit Project *In Class Presentations

**ESSENTIAL STANDARDS:**

1. Interaction between humans and the environment
  - A. Democracy and disease
  - B. Migration
  - C. Patterns of 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. Regions, trans-regional, and global structures and organizations
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.

## **RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:**

### **Link to Common Core Standards (if applicable):**

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<http://www.corestandards.org/ELA-Literacy/RH/9-10/>

### **Link to Framework (if applicable):**

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter15.pdf>

### **Link to Subject Area Content Standards (if applicable):**

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>

### **Link to Program Content Area Standards (if applicable):**

Program Content Area Standards applies to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

<https://apcentral.collegeboard.org/pdf/ap-world-history-course-and-exam-description-0.pdf?course=ap-world-history>

**TEXTBOOKS AND RESOURCE MATERIALS:**

**Textbooks**

<b>Board Approved</b>	<b>Pilot Completion Date (If applicable)</b>	<b>Textbook Title</b>	<b>Author(s)</b>	<b>Publisher</b>	<b>Edition</b>	<b>Date</b>
<i>Currently using 4th edition- need to pilot/adopt 7th ASAP to meet new college board course outlines.</i>		<i>Traditions &amp; Encounters</i>	Jerry H. Bentley and Herbert F. Zeigler	McGraw Hill	7	

**Other Resource Materials**

Stanford History Education Group (SHEG)  
Teacher’s Curriculum Institute- TCI  
DBQ Project  
University of California History-Social Studies Project  
College Board AP World History digital Classroom and materials.

**Supplemental Materials**

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):