

AP World History

10th grade (10 Credits)

- Meets high school graduation requirement for (Subject)
- Meets the UC/CSU subject area "(A-G)" requirement



General Information

Description

AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance – focusing on the environment, cultures, state-building, economic systems, and social structures – provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions. Students will be asked to look at comparisons across regions and changes and continuities over time in addition to analyzing documents in response to historical questions.

Expectations and Goals

This is a very rigorous course taught at a college level and pace. There are no specific prerequisites for AP World History, although it is essential that students are prepared, mature, organized, motivated and have a strong interest in history and reading. Students should have advanced skills in reading comprehension and analysis as it is expected that students can read and comprehend material from a college level textbook on their own. The AP class is taught at a much faster pace than regular world history and with more rigorous expectations and assessments than previous classes taken. Assessments in this course consist of timed multiple choice exams and extensive essay writing. Students will be expected to take cumulative exams that ultimately cover 40 chapters of material. Students enrolled in AP World History are expected to take the AP exam. It is a 3 hour and 5 minute timed exam consisting of 70 multiple choice questions and 3 essays. More information about the exam is provided below.

Estimated Homework

1-2 hours nightly. It is important to note that this serves as an estimate of the nightly average homework load. It is not intended to be a concrete value, and homework completion time will depend upon the nature of the assignment and the abilities and work habits of the student.

Course information:

The AP World History course is structured around themes and concepts in six different chronological periods from approximately 8000 BCE to the present:

- Technological and Environmental Transformations (to c. 600 BCE)
- Organization and Reorganization of Human Societies (c. 600 BCE to c. 600 CE)
- Regional and Transregional Interactions (c. 600 CE to c. 1450)
- Global Interactions (c. 1450 to c. 1750)
- Industrialization and Global Integration (c. 1750 to c. 1900)
- Accelerating Global Change and Realignment (c. 1900 to the Present)

Within each period, key concepts organize and prioritize historical developments. Themes allow students to make connections and identify patterns and trends over time.

Historical thinking skills

The historical thinking skills provide opportunities for students to learn to think like historians, most notably to analyze evidence about the past and to create persuasive historical arguments. Focusing on these practices enables teachers to create learning opportunities for students that emphasize the conceptual and interpretive nature of history. Skill types and examples for each are listed below.

Chronological Reasoning

- Compare causes and/or effects, including between short-term and long-term effects
- Analyze and evaluate historical patterns of continuity and change over time
- Connect patterns of continuity and change over time to larger historical processes or themes
- Analyze and evaluate competing models of periodization of world history

Comparison and Contextualization

- Compare related historical developments and processes across place, time, and/or different societies, or within one society
- Explain and evaluate multiple and differing perspectives on a given historical phenomenon
- Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time

Crafting Historical Arguments from Historical Evidence

- Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence
- Construct convincing interpretations through analysis of disparate, relevant historical evidence
- Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments
- Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered
- Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions

Historical Interpretation and Synthesis

- Analyze diverse historical interpretations
- Evaluate how historians' perspectives influence their interpretations and how models of historical interpretation change over time
- Draw appropriately on ideas and methods from different fields of inquiry or disciplines
- Apply insights about the past to other historical contexts or circumstances, including the present

AP World History Exam Format: 3 Hours and 5 Minutes

Assessment Overview

The AP Exam questions measure students' knowledge of world history and their ability to think historically. Questions are based on key and supporting concepts, course themes, and historical thinking skills. Exam questions represent various geographical regions, with no more than 20 percent of the multiple-choice questions focusing solely on Europe.

Format of Assessment

Section I: Multiple Choice: 70 Questions | 55 Minutes | 50% of Exam Score

- Discrete items with an occasional set of two items
 - Historical source material, such as images, charts, maps, and text-based passages may be included in some items.
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Section II: Free Response: 3 Questions | 130 Minutes | 50% of Exam Score

- Document-Based Question (DBQ) (50 minutes including a 10-minute reading period)
- Change-over-time question (40 minutes)
- Comparative essay (40 minutes)
- Each question in this section is weighted equally

SAMPLE QUESTIONS(from AP CollegeBoard)

sample multiple-Choice question

Which of the following changes best justifies the claim that the late 1400s mark the beginning of a new period in world history?

- (A) The rise of the Aztec and Inca empires
- (B) The economic recovery in Afro-Eurasia after the Black Death
- (C) The incorporation of the Americas into a broader global network of exchange
- (D) The emergence of new religious movements in various parts of the world

Correct Answer: C

sample Free-response question: document-Based question

Using the following documents, analyze similarities and differences in the mechanization of the cotton industry in Japan and India in the period from the 1880s to the 1930s. Identify an additional type of document and explain how it would help your analysis of the mechanization of the cotton industry.

Document 1: Data on the production of cotton yarn and cloth in India gathered by British colonial authorities

Document 2: Data on the production of cotton yarn in Japan from the Japanese Imperial Cabinet Bureau of Statistics

Document 3: Two women recalling their girlhoods working in Japanese textile factories, circa 1900

Document 4: Buddhist priest from a rural area of Japan from which many farm girls were sent to work in the mills, circa 1900

Document 5: Tsurumi Shunsuke, Japanese industrialist, circa 1900

Document 6: Radhakamal Mukerjee, Indian economist, *The Foundation of Indian Economics*, 1916

Document 7: Data on the percentage of female cotton textile laborers in India and Japan from "Industrialization and the Status of Women in Japan," dissertation, 1973

Document 8: Photo from an official company history, Nichibo cotton mill, Japan, 1920s.

Document 9: Report of the British Royal Commission of Labour in India, Calcutta, 1935

Document 10: Arno S. Pearse, British official of the International Federation of Master Cotton Spinners' and Manufacturers' Associations. Photo from a report on Indian textile mills, 1935.

sample Free-response question: Continuity and Change-Over -time essay

Analyze continuities and changes in cultural beliefs and practices in ONE of the following regions from 1450 to the present.

- Sub-Saharan Africa
- Latin America/Caribbean

sample Free-response question: Comparative essay

Analyze similarities and differences in techniques of imperial administration in TWO of the following empires.

- Han China (206 B.C.E.–220 C.E.)
- Mauryan/Gupta India (320 B.C.E.–550 C.E.)
- Imperial Rome (31 B.C.E.–476 C.E.)

Required Materials

- Bentley, Jerry, and Bill Ziegler. *Traditions And Encounters A Global Perspective on the Past*. 2nd ed. N.p.: McGraw-Hill College, 2004. Print.
- Sduhsd Blackboard- Your student will get an access code or enroll themselves via teacher instruction