

**RHINEBECK CENTRAL SCHOOL DISTRICT
PRIORITIZED CURRICULUM
AP WORLD HISTORY SYLLABUS**

COURSE OVERVIEW

AP World History is a two-year program designed to prepare students for the AP World History Exam and the New York State Global History and Geography Regents. This course relies heavily on college level texts, primary source documents, and outside readings. Students will be required to participate in class discussion and in-group and individual projects.

Ninth Grade AP World History examines the history of the human experience from a global perspective. The development of human societies from hunting-gathering groups and early agricultural societies into major civilizations and other complex societies are traced. Special attention is given to those transformations, which have produced new modes of organizing human life. Religious, economic and political dimensions will be discussed. The primary focus will be on the period from the rise of ancient civilizations, through the period of large-scale empires, to the early modern era of worldwide trade and empire building.

Tenth Grade AP World History examines from the dynamics of global interaction and development of human societies throughout the world from the early modern era to the present. The transformation of major world civilizations and other world societies will be the primary focus of the course. Special attention will be given to linkage between people and states formed through trade, migration of people and ideas, revolutions, and the impact of technology on human kind.

JUSTIFICATION FOR ALTERNATIVE APPROACH

In New York State the 9th and 10th grade Global History and Geography curriculum mirrors that of the AP World History. In order to provide Social Studies electives in our school we offer the AP World History to those students who wish to take it along with the Regents course.

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AP World History highlights six overarching themes that will receive equal attention throughout the course. These themes serve as unifying threads, helping students to put what is particular about each period or society into a larger framework.

1. Impact of interaction among major societies (trade, systems of international trade, war, and diplomacy)
2. Relationship of change and continuity across the historical periods covered in this course
3. Impact of technology and demography on people and environment (population growth and decline, disease, manufacturing, migrations, agriculture, weaponry)
4. Systems of social and gender structure (comparing major features within and among societies and assessing change)
5. Cultural and intellectual developments and interactions among and within societies
6. Changes in functions and structures of states and in attitudes towards states and political identities (political culture), including the emergence of the nation-states (types of political organization)

The College Board has identified Habits of Mind necessary for understanding and interpreting history. They are:

1. Constructing and evaluating arguments: using evidence to formulate reasonable and defensible points of view
2. Using documents and other primary data: developing the skills necessary to analyze point of view, context, bias, and to understand and interpret information
3. Developing the ability to assess issues of change and continuity over time
4. Enhancing the capacity to handle diversity of interpretation through analysis of context, bias, and frame of reference
5. Seeing global patterns over time and space while also acquiring the ability to connect local developments to global ones and to move through generalizations from the global to the particular
6. Developing the ability to compare within and among societies, including comparing societies' reactions to global processes
7. Developing the ability to assess claims of universal standards yet remaining aware of human commonalities and differences; putting culturally diverse ideas and values in historical context, not suspend

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GRADING

AP World History is a “weighted” course. It is far more challenging than regular level courses. A college level text is used. College level “readings” will also be utilized often. Anticipate extensive readings for homework; you will be expected to take notes on your reading and class lectures. Anticipate lower grades than normal for your “normal” level of work and effort. The grade you receive in this class is weighted 1.15 times. Tests will be patterned on the same style as the AP Exam. Each test will be cumulative in nature and consist of multiple choice and essay questions.

COURSE MATERIALS

Each student is expected to maintain notebook that will include all written work for the two-year sequence. A three ring binder is recommended for this notebook. The following books will be used in the course:

Main text:

Spodek, Howard. *The World's History*. 2nd ed. New Jersey: Prentice Hall, 2001.

Additional Text:

Ellis, Elisabeth Gaynor, and Anthony Esler. *World History: Connections to Today*. 2nd ed. New Jersey: Prentice Hall, 2001.

Ancillary Readings:

A Peace to End All Peace: Franklin

Cracking the AP World History Exam: Student Study Guide: Princeton Review

DBQ Practice: 10 APStyle DBQ's: Williams

Document-Based Assessment Activities for Global History Classes: Noonan

Empires of the Sand: The Struggle for Mastery of the Middle East 1789-1923: Efrain and Karsh

Guns, Germs and Steel: Diamond

History Lessons: Lindamen and Ward

King Leopold Ghost: Hochschild

Rand McNally Historical Atlas of the World

The Human Record: Andrea and Overfield Volume 1 and 2

The World's History Spodek Document Set Volume 1 and 2

Things Fall Apart: Achebe

Touchstones for Social Studies

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FOUNDATIONS: The World Up To 1000 CE

Unit	Topics	Essays/Assessments
<ul style="list-style-type: none"> ▪ Prehistory 	<ul style="list-style-type: none"> ▪ Human Origins In Myth And History ▪ Theories Of Evolution ▪ Tools Of A Historian ▪ Development Of Human Culture ▪ Neolithic Revolution 	<ul style="list-style-type: none"> ▪ Comparison Essay "Compare the rise, organization and collapse of two of the following empires: Athens, Persia, Alexander the Great, Rome, Han China, Mayuran India or Byzantium ▪ Comparison Essay "What is History?" ▪ COT - "Cultural and Political Change in China, India and Rome" AP 2006
<ul style="list-style-type: none"> ▪ The Start of Civilization 	<ul style="list-style-type: none"> ▪ Early Agricultural Life ▪ Characteristics of Civilizations ▪ Urbanization 	<ul style="list-style-type: none"> ▪ COT - "How did the patterns of social and economic organization change in China during it's early empires" - Barron's AP Review
<ul style="list-style-type: none"> ▪ Cradles of Civilizations: Rise, Fall and Glory 	<ul style="list-style-type: none"> ▪ The Fertile Crescent ▪ Egypt Civilization ▪ Planned Cities of Indus River Valley ▪ Early Chinese Dynasties ▪ Early American Civilizations ▪ Sub-Saharan Civilizations 	<ul style="list-style-type: none"> ▪ DBQ - "Han and Roman attitude toward technology" - AP 2007 ▪ DBQ - " Spread of Buddhism in China" AP 2004 ▪ DBQ - "Neolithic Revolution" McDougal Littell ▪ DBQ - "Religion and Geography" Williams Book ▪ Homework: Text readings, term identifications, essay questions and map activities
<ul style="list-style-type: none"> ▪ The First Empires 	<ul style="list-style-type: none"> ▪ Empire Builders: Sargon, Hammurabi and the Assyrians ▪ Persian Empire: Rise, Fall, Conflicts, and Glory ▪ Monotheistic Foundations ▪ The Greek City-States: Democracy, Conflicts and Golden Ages ▪ Alexander the Great: Hellenistic Age 	<ul style="list-style-type: none"> ▪ Quizzes: Text readings and class information ▪ Tests: After chapter and units (objective and subjective parts) ▪ Grade 9 Final Exam - three hour test modeled after AP Exam

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FOUNDATIONS: The World Up To 1000 CE

Unit	Topics	Essays/Assessments
<ul style="list-style-type: none"> ▪ Rome 	<ul style="list-style-type: none"> ▪ Republic and Empire ▪ Problems: Economic, Social and Political ▪ Foundations of Western Civilization ▪ Shift to the East 	<ul style="list-style-type: none"> ▪ Comparison Essay "Compare the rise, organization and collapse of two of the following empires: Athens, Persia, Alexander the Great, Rome, Han China, Mayuran India or Byzantium ▪ Comparison Essay "What is History?"
<ul style="list-style-type: none"> ▪ China's Early Empires 	<ul style="list-style-type: none"> ▪ Q'in Dynasty ▪ Han Dynasty ▪ China and Rome: How Do They Compare 	<ul style="list-style-type: none"> ▪ COT - "Cultural and Political Change in China, India and Rome" AP 2006 ▪ COT - "How did the patterns of social and economic organization change in China during it's early empires" - Barron's AP Review
<ul style="list-style-type: none"> ▪ Indian Empires 	<ul style="list-style-type: none"> ▪ Unification of India: Mayuran Empire ▪ Golden Age of India: Gupta Empire ▪ Silk Road and Cultural Diffusion: The Start of the Global Economy 	<ul style="list-style-type: none"> ▪ DBQ - "Han and Roman attitude toward technology" - AP 2007 ▪ DBQ - " Spread of Buddhism in China" AP 2004 ▪ DBQ - "Neolithic Revolution" McDougal Littell ▪ DBQ - "Religion and Geography" Williams Book
<ul style="list-style-type: none"> ▪ Belief Systems of the World 	<ul style="list-style-type: none"> ▪ What is Religion? ▪ Origins, Beliefs, Worship, and the Impact of Major World Religions 	<ul style="list-style-type: none"> ▪ Homework: Text readings, term identifications, essay questions and map activities ▪ Quizzes: Text readings and class information ▪ Tests: After chapter and units (objective and subjective parts) ▪ Grade 9 Final Exam - three hour test modeled after AP Exam

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1000 - 1450

Unit	Topics	Essays/Assessments
<ul style="list-style-type: none"> ▪ Europe 	<ul style="list-style-type: none"> ▪ The Glorious Revolution ▪ The Enlightenment ▪ The Scientific Revolution ▪ The Age of Discovery ▪ The Protestant Reformation 	<ul style="list-style-type: none"> ▪ Comparison Essay "Compare and contrast slave systems in two of the following regions from 1450 - 1750: Middle East, Africa or Latin America" PJ Martin's 5 Steps to a 5 ▪ COT - " Labor Systems 1750 - 1914 in Russia, Latin America, Caribbean and Africa" AP 2004 ▪ COT - Trace and evaluate the evolution of racism in Europe, North America and South Africa" Peterson's 3rd Ed. ▪ COT - "Women 1750 - 1914 in East Asia, Latin America, Western Europe and Africa" AP 2003 ▪ DBQ - "Imperialism" Williams Book ▪ DBQ - "Indentured Servitude in the 19th and 20th Centuries" AP 2003 ▪ Homework: Text readings, term identifications, essay questions and map activities ▪ Quizzes: Text readings and class information ▪ Tests: After chapter and units (objective and subjective parts) ▪ Grade 9 Final Exam - three hour test modeled after AP Exam
<ul style="list-style-type: none"> ▪ Asia 	<ul style="list-style-type: none"> ▪ Asian Isolation ▪ China: Late Ming and Manchu Dynasty ▪ Japan: Feudalism and the Shoguns ▪ India: Muslims and Mongols ▪ Islamic Empires: Ottoman and Safavid 	
<ul style="list-style-type: none"> ▪ Africa 	<ul style="list-style-type: none"> ▪ Enforced Migration: Slavery 	
<ul style="list-style-type: none"> ▪ Americas 	<ul style="list-style-type: none"> ▪ New Spain ▪ European Empires in America 	

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1914 - PRESENT

Unit	Topics	Essays/Assessments
<ul style="list-style-type: none"> ▪ Europe 	<ul style="list-style-type: none"> ▪ World War I & II ▪ The Holocaust ▪ The Cold War ▪ The Development of the European Union 	<ul style="list-style-type: none"> ▪ Comparison Essay "Impact of World War I to 1930s on India, Middle East and East Asia" AP 2004 ▪ Comparison Essay "Revolutions in Mexico, China and Russia in the early 20th century" AP 2006
<ul style="list-style-type: none"> ▪ Asia 	<ul style="list-style-type: none"> ▪ Decolonization of Asia ▪ Partitioning of India ▪ Chinese Civil War ▪ Democracy in Japan ▪ Containment Policy in Asia ▪ The Cultural Revolution and Economic Reforms in China ▪ Oil in the Middle East ▪ Arab-Israeli Conflict ▪ Arab: Nationalism, Socialism and Fundamentalism 	<ul style="list-style-type: none"> ▪ DBQ - "20th Century Muslims and Nationalism in India, Pakistan, Egypt and Algeria" AP 2005 ▪ Homework: Text readings, term identifications, essay questions and map activities ▪ Quizzes: Text readings and class information ▪ Tests: After chapter and units (objective and subjective parts) ▪ Grade 9 Final Exam - three hour test modeled after AP Exam
<ul style="list-style-type: none"> ▪ Africa 	<ul style="list-style-type: none"> ▪ Decolonization in Africa ▪ Tribalism vs. Nationalism ▪ Apartheid in South Africa ▪ Human Rights Violations in Africa ▪ Exploitation of Resources in Post-Colonial Africa 	
<ul style="list-style-type: none"> ▪ Americas 	<ul style="list-style-type: none"> ▪ Dictatorships in Latin America ▪ Cold War in Latin America ▪ Economic Changes in Africa ▪ Latin American Migrations 	