

AP World History
Kailua High School
Social Studies Elective
2020-2021
Mr. Wilson
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THE FOUR CHRONOLOGICAL PERIODS

Chronological Period 1: c. 1200 to c. 1450

Unit 1: The Global Tapestry

Unit 2: Networks of Exchange

Chronological Period 2: c. 1450 to c. 1750

Unit 3: Land-Based Empires

Unit 4: Transoceanic Interconnections

Chronological Period 3: c. 1750 to c. 1900

Unit 5: Revolutions

Unit 6: Consequences of Industrialization

Chronological Period 4: c. 1900 to the present

Unit 7: Global Conflict

Unit 8: Cold War and Decolonization

Unit 9: Globalization

THE SIX THEMES

1. Humans and the Environment (ENV)

- The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

2. Cultural Developments and Interactions (CDI)

- The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

3. Governance (GOV)

- A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

4. Economic Systems (ECN)

- As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

5. Social Interactions and Organization (SIO)

- The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

6. Technology and Innovation (TEC)

- Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

Habits of Mind

The AP World History course addresses habits of mind addressed by any rigorous history course.

Four habits of mind:

1. Crafting Historical Arguments from Historical Evidence: Students will learn to create or define a question about the past and address that question through constructing a thesis based argument based on historical evidence. Students will learn how to identify, describe, and evaluate historical evidence from various sources such as written documents, works of art, and archaeological artifacts.

2. Chronological Reasoning: Students will learn how to identify, analyze, and evaluate relationships between multiple historical causes and effects. Chronological reasoning also includes the ability to recognize, analyze, and evaluate historical continuity and change over time. In addition to cause and effect and continuity and change, students will also learn to describe, analyze, evaluate, and construct models of historical periodization that involve turning points, narratives and contexts.

3. Comparison and Contextualization: Students will learn how to describe, compare, and evaluate historical developments both within and between different societies, and within chronological and geographical contexts. In addition to comparing historical developments, students will learn how to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes.

4. Historical Interpretation and Synthesis: Students will learn how to describe, analyze, evaluate, and create diverse interpretations of the past--based on primary and secondary historical sources--through analysis of evidence, reasoning, contexts, points of view, and frames of reference. In addition to historical interpretation, students will learn how to synthesize the results of historical thinking skills into meaningful and persuasive understandings of the past.