



Perris Union High School District Course of Study

A. COURSE INFORMATION

<p>Course Title: (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">AP World History Course of Study</div> <p> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised </p> <p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">352021 & 352022</div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED: CALPADS CODE:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">World History</td> <td style="border: 1px solid black; padding: 2px;">9191</td> </tr> </table>	World History	9191	<p>Subject Area:</p> <p> <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other </p> <p>Is this classified as a Career Technical Education course?</p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p> <p>If yes, which pathway does this course align to? Pathway Name:</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p>CTE CDE Code:</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div>	<p>Grade Level(s)</p> <p> <input type="checkbox"/> MS <input checked="" type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 </p>
World History	9191			
<p>Was this course <u>previously approved by UC for PUHSD</u>?</p> <p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (Will be verified by Ed Services) </p> <p>If Yes, which A-G Requirement does this course meet?</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">A History/Social Science</div>	<p style="text-align: center;">Credential Required to teach this course: <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Single Subject: Social Science Specific Supplementary Auth: World History Specific Subject Matter Auth: History </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;"> Signature </td> <td style="border: 1px solid black; padding: 5px; text-align: center;"> 12/14/23 Date </td> </tr> </table>		 Signature	12/14/23 Date
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<p>Submitted by: Matthew Thomas Site: SSC/Educational Services Date: 12/11/23 Email: Matthew.Thomas@puhsd.org</p>	<p>Unit Value/Length of Course:</p> <p> <input type="checkbox"/> 0.5 (half-year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one-year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other: </p>			
<p>Approvals</p>	<p>Name/Signature</p>	<p>Date</p>		
<p>Director of Curriculum & Instruction</p>		<p>12/15/23</p>		
<p>Asst. Superintendent of Educational Services</p>		<p>12/15/23</p>		
<p>Governing Board</p>				

Prerequisite(s) (REQUIRED):
None
Corequisite(s) (REQUIRED):
None
Brief Course Description (REQUIRED):
In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

B. COURSE CONTENT

Course Purpose (REQUIRED): <i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
AP World History is designed to be the equivalent of an introductory college or university survey of modern world history.
Course Outline (REQUIRED): <i>Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.</i>
Unit 1: c. 1200 to c.1450 The Global Tapestry Students study the developments in Europe, East Asia, Dar al-Islam and South and Southeast Asia. State Building in the Americas, Africa and an overall comparison of the world concludes the unit. During this unit students will address the following learning objectives: <ul style="list-style-type: none"> ● Identify and describe continuities and changes in Chinese society during the Song Dynasty.

- Identify and describe the founding and beliefs of Islam.
- Identify and describe how China influenced the development of Japan and Korea
- Identify and describe similarities and differences in pre-columbian Aztec and Inca societies.

Unit 1 Writing Assignment: Muslim Thinkers and Innovators document based question activity. Students analyze six documents from the Abbasid Empire which include mosques in Cordoba Spain, a diagram of surgical tools used by Muslim doctors, advanced farm tools and algebraic formulas.

Unit 2: c. 1200 to c. 1450 Networks of Exchange

Students study the various networks of exchange by looking at the Silk Roads, Indian Ocean, and Trans-Saharan Trade routes. They will look at the various factors that allowed for trade expansion like the Mongol Empire, as well as cultural and environmental consequences of connectivity. During this unit students will address the following learning objectives:

- Identify patterns of continuity and change in the Mongol Empire.
- Identify causation for the development of the Silk Road.
- Identify comparison in similarities and differences of various trade networks.

Unit 2 Writing Assignment: Excerpts from Boccaccio “The Decameron,” The Black Death. Students read excerpts about the breakdown of the social order, mass burials, and economic hardships caused by the Black Death. Students then write a short answer question about how the Black Death affected the social, and economies of Medieval Europe.

Unit 3: c. 1450 to c. 1750 Land-Based Empires

Students will study the various land-based empires of the Songhai, Safavid, Mughals, Ottomans and Manchu and understand their expansion, centralization, administration, belief systems that helped them reach their peak of wealth and influence. During this unit students will address the following learning objectives:

- Identify patterns of causation to empires expanding.
- Identify continuity and change in belief systems as empires interact with one another.
- Identify patterns of comparison of administration and centralization within the various empires.

Unit 3 Writing Assignment: How gunpowder changed military expansion for the Ottoman, Safavid, and Mughal Empires. Students read excerpts from military historians writings explaining how gunpowder was used by the three land based empires. The students write an essay question about how gunpowder changed the political and economic empires of the Ottomans, Safavids and Mughal Empires.

Unit 4: c. 1450 to c. 1750 Transoceanic Interconnections

Students will study the establishment of maritime empires of European states like the Portuguese, Spanish, and Dutch. They will examine how the trans-Atlantic trade linked the Americas, Europe and Africa for the first time and how human need for goods will fuel the movement of people through labor systems, animals, crops, and diseases. During this unit students will address the following learning objectives:

- Identify patterns of causation in the technological innovations facilitating maritime travel and

exploration, such as the journey taken by Columbus.

- Identify continuity and change in the way that the various maritime empires are conducting state building and expansion, setting social hierarchies, and consolidating their power.

Unit 4 Writing Assignment: The Columbian Exchange, what was it and how did it affect the New World and Old World? Students read from historians viewpoints about the Columbian Exchange. Students write a short answer question about how this event changed the Native Americans and the Europeans lives socially, politically and economically.

Unit 5: c. 1750 to c. 1900 Revolutions

Students will explain how the Enlightenment, nationalism and revolutions throughout this period, the beginning of the spread of Industrial Revolution while looking at the economic developments and innovations, and the reactions to industrial economy caused change in existing social hierarchies and standard of living. During this unit students will address the following learning objectives:

- Identify patterns of continuity and change in the spread of Enlightenment ideas, industrialization, economic developments, changes to society.
- Identify patterns of causation in nationalism, Enlightenment, technology, economic strategies, industrialization, production, and social changes of the time.

Unit 5 Writing Assignment: Enlightened Thinkers Writings. Students read primary source writings from John Locke, Voltaire, Montesquieu and Rousseau. The students then write about how the American, French and Haitian Revolutions were influenced by the Enlightened thinkers' ideas.

Unit 6: c. 1750 to c. 1900 Consequences of Industrialization

Students will explain the rationales, motives, indigenous responses, economic development, and the effects of Imperialism. During this unit students will address the following learning objectives:

- Identify how Social Darwinism and modern technology of European countries played a major role in Imperialism ideas.
- Identify continuities and changes that took place during the age of Imperialism focusing upon what changed in Africa and Asia civilizations socially, culturally and economically.
- Identify how the need for raw materials motivated European nations to take part in the age of Imperialism.

Unit 6 Writing Assignment: Rudyard Kipling, "The White Man's Burden." Students read and then write about how the "White Man's Burden" influenced Europeans ideas about Imperialism.

Unit 7: c. 1900 to present Global Conflict

Students will study the shifting power after 1900, causes and course of World War I, exploration of global economic developments, and unresolved tensions that existed around the world between wars. They will look at the causes and course of World War II, mass atrocities, and the rise of totalitarian governments like that of Joseph Stalin in the Soviet Union. During this unit students will address the following learning objectives:

- Identify patterns of causation of World War I, World War II, mass atrocities, and global conflicts.
- Identify patterns of comparison of economy in the interwar period and how World War II was conducted.
- Identify patterns of change and continuity in the methods governments used to conduct war, territorial holdings after World War I.

Unit 7 Writing Assignment: “The Treaty of Versailles vs the Congress of Vienna.’ Students compare and contrast these two treaties and what the major consequences were after the treaties were signed.

Unit 8: c. 1900 to present Cold War and Decolonization

Students will identify the causes of the Cold War after WWII. The political treaties during WWII, the arms race, the spread of Communism, decolonization after 1900, newly independent states, global resistance to established power structures, end of the Cold War and causation in the age of the Cold War and decolonization will be covered. During this unit students will address the following learning objectives:

- What was the historical context for the Cold War after WWII?
- In what ways did both the Soviet Union and the United States seek to maintain influence during the Cold War?
- How did people pursue independence after 1900?
- What caused the end of the Cold War?

Unit 8 Writing Assignment: “Should the atomic bomb have been used on Japan? Students read various primary source documents written by General Leslie Groves, Oppenheimer and others. The students then write a compare and contrast essay about the use of the atomic bomb.

Unit 9: c. 1900 to present Globalization

Students will explore the world in a global age including advancing in technology and exchange after 1900, technological advances and limitations, debates after environment related to this. They will explore major topics of economics in the global age and related issues tied to social, political, and cultural themes as well as responses to globalization, culture and resistance to globalization after 1900. During this unit students will address the following learning objectives:

- Identify patterns of continuity and change in development of technology and how it changed the world and human populations, global economy, and social categories have changed over time.
- Identify patterns of causation in environmental changes and responses to increasing globalization, why globalization changed international interactions, and how science and technology brought change in this period.

Unit 9 Writing Assignment: “The Technological Revolution” Students read documents about the latest technological inventions such as cell phones, computers, and machines that have influenced the modern age. The students write a DBQ essay about the technological revolution.”

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

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INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: Advanced Placement World History: Modern

Edition:

Author:

ISBN: 978-1531129163

Publisher: Perfection Learning	Publication Date: September 1, 2019
Usage: <input checked="" type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
Textbook #2	
Title: The Earth and Its Peoples	Edition: 6th
Author: Bulliet, et al.	ISBN: 9780357692219
Publisher: Cengage	Publication Date: 2015
Usage: <input checked="" type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
Supplemental Instructional Materials <i>Please include online, and open source resources if any.</i>	
Estimated costs for classroom materials and supplies (REQUIRED). <i>Please describe in detail.</i> If more space is needed than what is provided, please attach a backup as applicable.	
Cost for a class set of textbooks: \$	Description of Additional Costs:
Additional costs:\$	
Total cost per class set of instructional materials:	\$

Key Assignments (REQUIRED):
Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete
In addition to the unit assignments, students will also participate in the following key assignments throughout the units: <ul style="list-style-type: none"> ● Think as a Historian discussion, reading and writing activities ● Write as a Historian discussion, reading and writing activities ● Historical Perspectives discussion, reading and writing activities ● Class lecture with note taking organization and skill development
Instructional Methods and/or Strategies (REQUIRED):
Please list specific instructional methods that will be used.

Instruction will include a combination of lectures, group work, project-based learning, inquiry learning, think-pair-share, collaboration, and presentation.

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

In addition to the unit assignments and key assignments throughout the units, students will also participate in the following assessments:

- End of unit tests
- Weekly quizzes
- Stimulus based response questions in multiple choice and short answer formats.
- LEQ (long essay)
- DBQ (document based question)
- SAQ (short answer question)
- Classroom discussions
- Group projects