

AP World History  
Kailua High School  
Social Studies Elective  
2018-2019  
Mr. Wilson  
[leonard\\_wilson@mac.com](mailto:leonard_wilson@mac.com)

## THE SIX TIME PERIODS

**Period 1:** Technological and Environmental Transformations, to 600 B.C.E. 5% (10 days) PART I: Chapters 1-2 (*Ways of the World*) Aug 7 8 9 10 / 13 14 15 16 / 20 21

**Period 2:** Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E. 15% (20 days) PART 2: Chapters 3-6 22 23 24 / 27 28 29 30 31 / Sep 4 5 6 7 / 10 11 12 13 14 / 17 18 19

**Period 3:** Regional and Transregional Interactions 600 C.E. – 1450 C.E. 20% (25 days) PART 3: Chapters 7-12 20 21 / 24 25 26 27 28 / Oct 1 2 3 4 5 / Fall Break / 15 16 17 18 19 / 22 23 24 25 26 / 29 30 31

**Period 4:** Global Interactions, c. 1450 to c. 1750 20% (25 days) PART 4: Chapters 13-15 Nov 1 2 / 5 7 8 9 / 13 14 15 16 / 19 20 21 / 26 27 28 29 30 / Dec 3 4 5 6 7 / 10 11 Semester Review 12 13 14 / 17 18 19 20 21 Semester Break

**Period 5:** Industrialization and Global Integration, c. 1750-1900 20% (25 days) PART 5: Chapters 16-19 Jan 8 9 10 11 / 14 15 16 17 18 / 22 23 24 25 / 28 29 30 31 Feb 1 / 4 5 6 7 8 / 12 13

**Period 6:** Accelerating Global Change and Realignments, c. 1900 to the Present 20% (25 days) PART 6: Chapters 20-23. 14 15 / 19 20 21 22 / 25 26 27 28 Mar 1 / 4 5 6 7 8 / 11 12 13 14 15 / Spring Break / 25 27 28

## THE FIVE THEMES

1. Interaction between humans and the environment
  - ❑ Demography and disease
  - ❑ Migration
  - ❑ Patterns of settlement
  - ❑ Technology
2. Development and interaction of cultures
  - ❑ Religions
  - ❑ Belief systems, philosophies, and ideologies
  - ❑ Science and technology
  - ❑ The arts and architecture
3. State-building, expansion, and conflict
  - ❑ Political structures and forms of governance
  - ❑ Empires
  - ❑ Nations and nationalism
  - ❑ Revolts and revolutions
  - ❑ Regional, trans-regional, and global structures and organizations
4. Creation, expansion and interaction of economic systems
  - ❑ Agricultural and pastoral production
  - ❑ Trade and commerce
  - ❑ Labor systems
  - ❑ Industrialization
  - ❑ Capitalism and socialism
5. Development and transformation of social structures
  - ❑ Gender roles and relations
  - ❑ Family and kinship
  - ❑ Racial and ethnic constructions

## **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.