

Training Event

# COURSE NAME

2024-25 Course Overview



*A Program of the A+ Education Partnership  
In partnership with the Alabama State Dept. of Education*





<b>UNIT 1</b>	<b>UNIT 2</b>	<b>UNIT 3</b>	<b>UNIT 4</b>	<b>UNIT 5</b>
---------------	---------------	---------------	---------------	---------------

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>WEEK 1</b>	Flex Day	1.1 Developments in East Asia	1.1 Developments in East Asia	1.2 Developments in Dar al-Islam	1.2 Developments in Dar al-Islam
<b>WEEK 2</b>	1.3 South and Southeast Asia	1.3 South and Southeast Asia	1.4 Statebuilding in the Americas	1.5 State building in Africa	1.6 Developments in Europe
<b>WEEK 3</b>	1.6 Developments in Europe	1.7 Comparison in the period from 1200-1450	1.7 Comparison in the period from 1200-1450	Flex Time/ Personal Progress Check	Unit 1 Summative Assessment/ MC and SAQ
<b>WEEK 4</b>	2.1-2.5-2.6 The Silk Roads and consequences	2.1-2.5-2.6 The Silk Roads and consequences	2.2 Mongol Empire and the Making of the Modern World	2.2 Mongol Empire and the Making of the Modern World	2.3-2.5-2.6 Exchange in the Indian Ocean and consequences
<b>WEEK 5</b>	2.3-2.5-2.6 Exchange in the Indian Ocean and consequences	2.4-2.5 Trans-Saharan Routes and consequences	2.7 Comparison of Economic Exchange	2.7 Comparison of Economic Exchange	Flex Time/ Personal Progress Check
<b>WEEK 6</b>	Unit 2 Summative Assessment/ Free Response	Unit 2 Summative Assessment/ MC and SAQ	Flex Time	3.1 Empires Expand 1450-1750	3.1 Empires Expand 1450-1750
<b>WEEK 7</b>	3.2 Empires: Administration	3.2 Empires: Administration	3.3 Empire: Belief Systems	3.3 Empire: Belief Systems	Comparison in Land-Based Empires from 1450-1750
<b>WEEK 8</b>	Flex Time/ Personal Progress Check	Flex Day/Review	Unit 3 Summative Assessment/ FRQ	Unit 3 Summative Assessment/ MC and SAQ	Flex Time
<b>WEEK 9</b>	Review/Flex Day	Review/Flex Day	Nine Weeks Assessment	Nine Weeks Assessment	Flex Day

UNIT 4	UNIT 5	UNIT 6
--------	--------	--------

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>WEEK 1</b>	4.4 Maritime Empires Established	4.4 Maritime Empires Established	4.4 Maritime Empires Established	4.5-4.7 Maritime Empires Maintained and Developed, Challenges, social hierarchies	4.5-4.7 Maritime Empires Maintained and Developed, Challenges, social hierarchies
<b>WEEK 2</b>	4.5-4.7 Maritime Empires Maintained and Developed, Challenges, social hierarchies	4.5-4.7 Maritime Empires Maintained and Developed, Challenges, social hierarchies	4.5-4.7 Maritime Empires Maintained and Developed, Challenges, social hierarchies	4.5-4.7 Maritime Empires Maintained and Developed, Challenges, social hierarchies	4.5-4.7 Maritime Empires Maintained and Developed, Challenges, social hierarchies
<b>WEEK 3</b>	4.5-4.7 Maritime Empires Maintained and Developed, Challenges, social hierarchies	4.8 Continuity and Change from 1450-1750	4.8 Continuity and Change from 1450-1750	4.8 Continuity and Change from 1450-1750	Flex Time/Progress Check
<b>WEEK 4</b>	Unit 4 Summative Assessment/ Free response	Unit 4 Summative Assessment/ MC and SAQ	5.1 The Enlightenment	5.1 The Enlightenment	5.2 Nationalism and Revolutions in the period 1750-1900
<b>WEEK 5</b>	5.2 Nationalism and Revolutions in the period 1750-1900	5.2 Nationalism and Revolutions in the period 1750-1900	Summative Assessment Enlightenment/ Revolutions SAQ	5.3 Industrial Revolution Begins	5.3 Industrial Revolution Begins
<b>WEEK 6</b>	Flex Day/ debrief Urban Game	5.4 Industrialization Spreads in the period 1750-1900	5.4 Industrialization Spreads in the period 1750-1900	5.5 Technology and the Industrial Age	5.5 Technology and the Industrial Age
<b>WEEK 7</b>	5.6-5.7 Industrialization: Government's role. Economic Innovations and Developments	5.6-5.7 Industrialization: Government's role. Economic Innovations and Developments	5.6-5.7 Industrialization: Government's role. Economic Innovations and Developments	5.8 Reactions to the Industrial Economy	5.8 Reactions to the Industrial Economy

<b>WEEK 8</b>	5.9 Society and the Industrial Age	5.9 Society and the Industrial Age	5.10 Continuity and Change in the Industrial Age	5.10 Continuity and Change in the Industrial Age	Flex Time/Progress Check
<b>WEE</b>	Summative Assessment Unit 5 Free Response	Summative Assessment MC Unit 5	Flex Day/Review	Semester Exam Free Response	Semester Exam MC

<b>UNIT 6</b>	<b>UNIT 7</b>	<b>UNIT 8</b>
---------------	---------------	---------------

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>WEEK 1</b>	6.1 Rationales for Imperialism	6.1 Rationales for Imperialism	6.2-6.3 State Expansion and Indigenous Responses	6.2-6.3 State Expansion and Indigenous Responses	6.4 Global Economic Developments
<b>WEEK 2</b>	6.4 Global Economic Developments	6.4 Global Economic Developments	6.6-6.7 Causes and Effects of Migration	6.6-6.7 Causes and Effects of Migration	6.6-6.7 Causes and Effects of Migration
<b>WEEK 3</b>	6.8 Causation in the Imperial Age	6.8 Causation in the Imperial Age	Flex Time/Progress Check	Flex Time	Summative Assessment Unit 6- FRQ
<b>WEEK 4</b>	Summative Assessment Unit 6 MC/SAQ	7.1 -7.2 Shifting Power after 1900 Causes of World War I	7.1 -7.2 Shifting Power after 1900 Causes of World War I	7.3 Conducting World War I	7.4 Economy in the Interwar Period
<b>WEEK 5</b>	7.4 Economy in the Interwar Period	7.5-7.6 Unresolved Tensions after World War I, Causes of World War II	7.5-7.6 Unresolved Tensions after World War I, Causes of World War II	7.7 Conducting World War II	7.8 Mass Atrocities after 1900
<b>WEEK 6</b>	7.9 Causation in Global Conflict	7.9 Causation in Global Conflict	Flex Time/Progress Check	Flex Time	Summative Assessment Unit 7 Free Response
<b>WEEK 7</b>	Summative Assessment Unit 7-MC/SAQ	8.1-8.2 Setting the Stage for the Cold War and Decolonization, Cold War	8.1-8.2 Setting the Stage for the Cold War and Decolonization, Cold War	8.1-8.2 Setting the Stage for the Cold War and Decolonization, Cold War	8.3-8.4 Effects of Cold War Spread of Communism after 1900
<b>WEEK 8</b>	8.3-8.4 Effects of Cold War Spread of Communism after 1900	8.3-8.4 Effects of Cold War Spread of Communism after 1900	Flex Day	Summative Assessment Unit 8-Cold War	Review/Flex Day
<b>WEEK 9</b>	Flex Day/Review	Summative Assessment Units 6-8 Cold War FRQ	Summative Assessment Units 6-8 Cold War MC/SAQ	8.5 Decolonization	8.5 Decolonization

<b>UNIT 8</b>	<b>Unit 9</b>	<b>Review</b>
---------------	---------------	---------------

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>WEEK 1</b>	8.6 Newly Independent States	8.6 Newly Independent States	8.7 Global Resistance to Established Power Structures after 1900	8.7 Global Resistance to Established Power Structures after 1900	8.8 End of the Cold War
<b>WEEK 2</b>	8.9 Causation in the Age of the Cold War and Decolonization	8.9 Causation in the Age of the Cold War and Decolonization	Flex Time/Progress Check	Summative Assessment Unit 8 Free Response	Summative Assessment Unit 8 Free Response
<b>WEEK 3</b>	9.1 Advances in Technology and Exchange after 1900	9.2-9.3 Technological Advances and limitations after 1900: Disease Debates about the Environment	9.2-9.3 Technological Advances and limitations after 1900: Disease Debates about the Environment	9.4 Economics in the Global Age	9.5 Calls for Reform and Responses after 1900
<b>WEEK 4</b>	9.5 Calls for Reform and Responses after 1900	9.6 Globalized Culture after 1900	9.7-9.8 Resistance to Globalization after 1900 Institutions Developing in a Globalized World	9.9 Continuity and Change in a Globalized World	9.9 Continuity and Change in a Globalized World
<b>WEEK 5</b>	Flex Time/Progress Check	Summative Assessment Unit 9- Free Response	Summative Assessment Unit 9-MC/SAQ	Review Units 1-2	Review Units 1-2
<b>WEEK 6</b>	Review Units 3-4	Review Units 3-4	Review Units 3-4	Review Units 5-6	Review Units 5-6
<b>WEEK 7</b>	Review Units 5-6	Review Units 7-9	Review Units 7-9	Review Units 7-9	Review
<b>WEEK 8</b>	Review	Review			

<b>WEEK 9</b>					
---------------	--	--	--	--	--



# 1

## AP WORLD HISTORY

# Historical Thinking Skills and Reasoning Processes

---

This section presents the historical thinking skills and reasoning processes that students should develop during the AP history courses that form the basis of the tasks on the AP history exams.

### Historical Thinking Skills

The AP historical thinking skills describe what students should be able to do while exploring course concepts. The table that follows presents these skills, which students should develop during the AP World History course.

The unit guides later in this publication embed and spiral these skills throughout the course, providing teachers with one way to integrate the skills into the course content with sufficient repetition to prepare students to transfer those skills when taking the AP Exam.

More detailed information about teaching the historical thinking skills can be found in the Instructional Approaches section of this publication.



# AP Historical Thinking Skills

Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6
<p><b>Developments and Processes 1</b> Identify and explain historical developments and processes.</p>	<p><b>Sourcing and Situation 2</b> Analyze sourcing and situation of primary and secondary sources.</p>	<p><b>Claims and Evidence in Sources 3</b> Analyze arguments in primary and secondary sources.</p>	<p><b>Contextualization 4</b> Analyze the context of historical events, developments, or processes.</p>	<p><b>Making Connections 5</b> Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.</p>	<p><b>Argumentation 6</b> Develop an argument.</p>
<b>SKILLS</b>					
<p><b>1.A</b> Identify a historical concept, development, or process.</p> <p><b>1.B</b> Explain a historical concept, development, or process.</p>	<p><b>2.A</b> Identify a source's point of view, purpose, historical situation, and/or audience.</p> <p><b>2.B</b> Explain the point of view, purpose, historical situation, and/or audience of a source.</p> <p><b>2.C</b> Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.</p>	<p><b>3.A</b> Identify and describe a claim and/or argument in a text-based or non-text-based source.</p> <p><b>3.B</b> Identify the evidence used in a source to support an argument.</p> <p><b>3.C</b> Compare the arguments or main ideas of two sources.</p> <p><b>3.D</b> Explain how claims or evidence support, modify, or refute a source's argument.</p>	<p><b>4.A</b> Identify and describe a historical context for a specific historical development or process.</p> <p><b>4.B</b> Explain how a specific historical development or process is situated within a broader historical context.</p>	<p><b>5.A</b> Identify patterns among or connections between historical developments and processes.</p> <p><b>5.B</b> Explain how a historical development or process relates to another historical development or process.</p>	<p><b>6.A</b> Make a historically defensible claim.</p> <p><b>6.B</b> Support an argument using specific and relevant evidence.</p> <ul style="list-style-type: none"> <li>Describe specific examples of historically relevant evidence.</li> <li>Explain how specific examples of historically relevant evidence support an argument.</li> </ul> <p><b>6.C</b> Use historical reasoning to explain relationships among pieces of historical evidence.</p> <p><b>6.D</b> Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:</p> <ul style="list-style-type: none"> <li>Explain nuance of an issue by analyzing multiple variables.</li> <li>Explain relevant and insightful connections within and across periods.</li> <li>Explain the relative historical significance of a source's credibility and limitations.</li> <li>Explain how or why a historical claim or argument is or is not effective.</li> </ul>



# Reasoning Processes

Reasoning processes describe the cognitive operations that students will be required to apply when engaging with the historical thinking skills on the AP Exam. The reasoning processes ultimately represent the way practitioners think in the discipline. Specific aspects of the cognitive process are defined under each reasoning process.

Reasoning Process 1	Reasoning Process 2	Reasoning Process 3
<i>Comparison</i>	<i>Causation</i>	<i>Continuity and Change</i>
<ul style="list-style-type: none"><li>1.i: Describe similarities and/or differences between different historical developments or processes.</li><li>1.ii: Explain relevant similarities and/or differences between specific historical developments and processes.</li><li>1.iii: Explain the relative historical significance of similarities and/or differences between different historical developments or processes.</li></ul>	<ul style="list-style-type: none"><li>2.i: Describe causes and/or effects of a specific historical development or process.</li><li>2.ii: Explain the relationship between causes and effects of a specific historical development or process.</li><li>2.iii: Explain the difference between primary and secondary causes and between short- and long-term effects.</li><li>2.iv: Explain how a relevant context influenced a specific historical development or process.</li><li>2.v: Explain the relative historical significance of different causes and/or effects.</li></ul>	<ul style="list-style-type: none"><li>3.i: Describe patterns of continuity and/or change over time.</li><li>3.ii: Explain patterns of continuity and/or change over time.</li><li>3.iii: Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</li></ul>

## 2

## AP WORLD HISTORY

# Course Content

---

Influenced by the Understanding by Design® (Wiggins and McTighe) model, this course framework provides a description of the course requirements necessary for student success.

The course content is organized into commonly taught units. The units have been arranged in a logical sequence frequently found in many college courses and textbooks.

The nine units in AP World History, and their approximate weighting on the AP Exam, are listed on the following page.

Pacing recommendations at the unit level and on the Course at a Glance provide suggestions for how to teach the required course content and administer the Personal Progress Checks. The suggested class periods are based on a schedule in which the class meets five days a week for 45 minutes each day. While these recommendations have been made to aid planning, teachers should of course adjust the pacing based on the needs of their students, alternate schedules (e.g., block scheduling), or their school's academic calendar.

### TOPICS

Each unit is broken down into teachable segments called topics. The topic pages (starting on page 38) contain all required content for each topic. Although most topics can be taught in one or two class periods, teachers are again encouraged to pace the course to suit the needs of their students and school.

<b>Units</b>	<b>Chronological Period*</b>	<b>Exam Weighting</b>
<b>Unit 1:</b> The Global Tapestry	c. 1200 to c. 1450	<b>8–10%</b>
<b>Unit 2:</b> Networks of Exchange		<b>8–10%</b>
<b>Unit 3:</b> Land-Based Empires	c. 1450 to c. 1750	<b>12–15%</b>
<b>Unit 4:</b> Transoceanic Interconnections		<b>12–15%</b>
<b>Unit 5:</b> Revolutions	c. 1750 to c. 1900	<b>12–15%</b>
<b>Unit 6:</b> Consequences of Industrialization		<b>12–15%</b>
<b>Unit 7:</b> Global Conflict	c. 1900 to the present	<b>8–10%</b>
<b>Unit 8:</b> Cold War and Decolonization		<b>8–10%</b>
<b>Unit 9:</b> Globalization		<b>8–10%</b>

\*Events, processes, and developments are not constrained by the given dates and may begin before, or continue after, the approximate dates assigned to each unit.

## Themes

The themes serve as the connective tissue of the course and enable students to create meaningful connections across units. They are often broader ideas that become threads that run throughout the course. Revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding. Below are the themes of the course and a brief description of each.

### **THEME 1: HUMANS AND THE ENVIRONMENT (ENV)**

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

### **THEME 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.

### **THEME 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.

### **THEME 4: ECONOMIC SYSTEMS (ECN)**

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

### **THEME 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.

### **THEME 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.



# Course at a Glance

## Plan

The Course at a Glance provides a useful visual organization of the AP World History curricular components, including:

- Sequence of units, along with approximate weighting and suggested pacing. Please note, pacing is based on 45-minute class periods, meeting five days each week for a full academic year.
- Progression of topics within each unit.
- Spiraling of the themes and historical thinking skills across units.

## Teach

### HISTORICAL THINKING SKILLS

*Historical thinking skills spiral across units.*

- |   |                             |
|---|-----------------------------|
| <b>1</b> Developments and Processes     | <b>4</b> Contextualization  |
| <b>2</b> Sourcing and Situation         | <b>5</b> Making Connections |
| <b>3</b> Claims and Evidence in Sources | <b>6</b> Argumentation      |

### THEMES

*Themes spiral across units.*

- |   |   |
|---|---|
| <b>ENV</b> Humans and the Environment             | <b>ECN</b> Economic Systems                     |
| <b>CDI</b> Cultural Developments and Interactions | <b>SIO</b> Social Interactions and Organization |
| <b>GOV</b> Governance                             | <b>TEC</b> Technology and Innovation            |

## Assess

Assign the Personal Progress Checks—either as homework or in class—for each unit. Each Personal Progress Check contains formative multiple-choice and free-response questions. The feedback from the Personal Progress Checks shows students the areas where they need to focus.

UNIT  
1

**The Global Tapestry**  
*c. 1200 to c. 1450*

**~10–13** Class Periods

**8–10%** AP Exam Weighting

- |            |  |
|------------|--|
| <b>GOV</b> | <b>1.1</b> <b>Developments in East Asia from c. 1200 to c. 1450</b>                |
| <b>CDI</b> |  |
| <b>ECN</b> |  |
| <b>4</b>   |  |
| <b>CDI</b> | <b>1.2</b> <b>Developments in Dar al-Islam from c. 1200 to c. 1450</b>             |
| <b>GOV</b> |  |
| <b>TEC</b> |  |
| <b>1</b>   |  |
| <b>CDI</b> | <b>1.3</b> <b>Developments in South and Southeast Asia from c. 1200 to c. 1450</b> |
| <b>GOV</b> |  |
| <b>3</b>   |  |
| <b>GOV</b> | <b>1.4</b> <b>State Building in the Americas</b>                                   |
| <b>3</b>   |  |
| <b>GOV</b> | <b>1.5</b> <b>State Building in Africa</b>   |
| <b>1</b>   |  |
| <b>CDI</b> | <b>1.6</b> <b>Developments in Europe from c. 1200 to c. 1450</b>                   |
| <b>GOV</b> |  |
| <b>SIO</b> |  |
| <b>1</b>   |  |
| <b>6</b>   | <b>1.7</b> <b>Comparison in the Period from c. 1200 to c. 1450</b>                 |

### Personal Progress Check 1

- Multiple-choice: ~15 questions**  
**Short-answer: 2 questions**
- Primary source (partial)
  - Primary source (partial)
- Free-response: 1 question**
- Long essay (partial)

UNIT  
2

**Networks of Exchange**  
*c. 1200 to c. 1450*

**~10–13** Class Periods

**8–10%** AP Exam Weighting

- |            |  |
|------------|--|
| <b>ECN</b> | <b>2.1</b> <b>The Silk Roads</b>                                       |
| <b>4</b>   |  |
| <b>GOV</b> | <b>2.2</b> <b>The Mongol Empire and the Making of the Modern World</b> |
| <b>ECN</b> |  |
| <b>CDI</b> |  |
| <b>5</b>   |  |
| <b>ECN</b> | <b>2.3</b> <b>Exchange in the Indian Ocean</b>                         |
| <b>CDI</b> |  |
| <b>ENV</b> |  |
| <b>5</b>   |  |
| <b>TEC</b> | <b>2.4</b> <b>Trans-Saharan Trade Routes</b>                           |
| <b>GOV</b> |  |
| <b>1</b>   |  |
| <b>CDI</b> | <b>2.5</b> <b>Cultural Consequences of Connectivity</b>                |
| <b>2</b>   |  |
| <b>ENV</b> | <b>2.6</b> <b>Environmental Consequences of Connectivity</b>           |
| <b>5</b>   |  |
| <b>6</b>   | <b>2.7</b> <b>Comparison of Economic Exchange</b>                      |

### Personal Progress Check 2

- Multiple-choice: ~15 questions**  
**Short-answer: 2 questions**
- Primary source
  - Primary source
- Free-response: 1 question**
- Long essay (partial)

**NOTE:** Partial versions of the free-response questions are provided to prepare students for more complex, full questions that they will encounter on the AP Exam.



**UNIT 3**

**Land-Based Empires**  
c. 1450 to c. 1750

**~8–11** Class Periods | **12–15%** AP Exam Weighting

- GOV** 3.1 Empires Expand  
**1**

---

- GOV** 3.2 Empires: Administration  
**4**

---

- CDI** 3.3 Empires: Belief Systems  
**2**

---

- 6** 3.4 Comparison in Land-Based Empires

**Personal Progress Check 3**

**Multiple-choice:** ~10 questions  
**Short-answer:** 2 questions
 

- Primary source
- Primary source

**Free-response:** 1 question
 

- Long essay (partial)

**UNIT 4**

**Transoceanic Interconnections**  
c. 1450 to c. 1750

**~22–25** Class Periods | **12–15%** AP Exam Weighting

- TEC** 4.1 Technological Innovations from 1450 to 1750  
**4**

---

- GOV** 4.2 Exploration: Causes and Events from 1450 to 1750  
**ECN**  
**5**

---

- ENV** 4.3 Columbian Exchange  
**3**

---

- GOV** 4.4 Maritime Empires Established  
**ECN**  
**SIO**  
**2**

---

- ECN** 4.5 Maritime Empires Maintained and Developed  
**GOV**  
**SIO**  
**CDI**  
**3**

---

- GOV** 4.6 Internal and External Challenges to State Power from 1450 to 1750  
**4**

---

- SIO** 4.7 Changing Social Hierarchies from 1450 to 1750  
**3**

---

- 6** 4.8 Continuity and Change from 1450 to 1750

**Personal Progress Check 4**

**Multiple-choice:** ~15 questions  
**Short-answer:** 2 questions
 

- Primary source
- Secondary source

**Free-response:** 1 question
 

- Long essay (partial)

**UNIT 5**

**Revolutions**  
c. 1750 to c. 1900

**~20–23** Class Periods | **12–15%** AP Exam Weighting

- CDI** 5.1 The Enlightenment  
**SIO**  
**3**

---

- GOV** 5.2 Nationalism and Revolutions in the Period from 1750 to 1900  
**3**

---

- ENV** 5.3 Industrial Revolution Begins  
**1**

---

- TEC** 5.4 Industrialization Spreads in the Period from 1750 to 1900  
**5**

---

- TEC** 5.5 Technology of the Industrial Age  
**1**

---

- GOV** 5.6 Industrialization: Government's Role from 1750 to 1900  
**5**

---

- ECN** 5.7 Economic Developments and Innovations in the Industrial Age  
**5**

---

- SIO** 5.8 Reactions to the Industrial Economy from 1750 to 1900  
**2**

---

- SIO** 5.9 Society and the Industrial Age  
**4**

---

- 6** 5.10 Continuity and Change in the Industrial Age

**Personal Progress Check 5**

**Multiple-choice:** ~25 questions  
**Short-answer:** 2 questions
 

- Secondary source
- No source

**Free-response:** 2 questions
 

- Long essay (partial)
- Document-based (partial)

**UNIT 6**

**Consequences of Industrialization**

*c. 1750 to c. 1900*

**~12–15**

Class Periods

**12–15%**

AP Exam Weighting

<b>CDI</b> 4	<b>6.1 Rationales for Imperialism from 1750 to 1900</b>
<b>GOV</b> 4	<b>6.2 State Expansion from 1750 to 1900</b>
<b>GOV</b> 2	<b>6.3 Indigenous Responses to State Expansion from 1750 to 1900</b>
<b>ENV</b> 2	<b>6.4 Global Economic Development from 1750 to 1900</b>
<b>ECN</b> 4	<b>6.5 Economic Imperialism from 1750 to 1900</b>
<b>ENV</b> <b>ECN</b> 5	<b>6.6 Causes of Migration in an Interconnected World</b>
<b>SIO</b> 5	<b>6.7 Effects of Migration</b>
6	<b>6.8 Causation in the Imperial Age</b>

**Personal Progress Check 6**

**Multiple-choice: ~20 questions**

**Short-answer: 2 questions**

- No source
- Primary source

**Free-response: 1 question**

- Document-based (partial)

**UNIT 7**

**Global Conflict**

*c. 1900 to the present*

**~9–12**

Class Periods

**8–10%**

AP Exam Weighting

<b>GOV</b> 4	<b>7.1 Shifting Power After 1900</b>
<b>GOV</b> 1	<b>7.2 Causes of World War I</b>
<b>TEC</b> 3	<b>7.3 Conducting World War I</b>
<b>ECN</b> 2	<b>7.4 The Economy in the Interwar Period</b>
<b>GOV</b> 2	<b>7.5 Unresolved Tensions After World War I</b>
<b>GOV</b> 2	<b>7.6 Causes of World War II</b>
<b>GOV</b> 3	<b>7.7 Conducting World War II</b>
<b>SIO</b> 5	<b>7.8 Mass Atrocities After 1900</b>
6	<b>7.9 Causation in Global Conflict</b>

**Personal Progress Check 7**

**Multiple-choice: ~25 questions**

**Short-answer: 2 questions**

- Secondary source
- No source

**Free-response: 1 question**

- Document-based

**UNIT 8**

**Cold War and Decolonization**

*c. 1900 to the present*

**~14–17**

Class Periods

**8–10%**

AP Exam Weighting

<b>GOV</b> 4	<b>8.1 Setting the Stage for the Cold War and Decolonization</b>
<b>CDI</b> 2	<b>8.2 The Cold War</b>
<b>GOV</b> 5	<b>8.3 Effects of the Cold War</b>
<b>ECN</b> <b>SIO</b> 2	<b>8.4 Spread of Communism After 1900</b>
<b>GOV</b> 5	<b>8.5 Decolonization After 1900</b>
<b>GOV</b> <b>ECN</b> 3	<b>8.6 Newly Independent States</b>
<b>CDI</b> 2	<b>8.7 Global Resistance to Established Order After 1900</b>
<b>GOV</b> 1	<b>8.8 End of the Cold War</b>
6	<b>8.9 Causation in the Age of the Cold War and Decolonization</b>

**Personal Progress Check 8**

**Multiple-choice: ~25 questions**

**Short-answer: 2 questions**

- No source
- Primary source

**Free-response: 1 question**

- Document-based

**UNIT**  
**9**

**Globalization**  
*c. 1900 to the present*

**~8–11** Class Periods

**8–10%** AP Exam Weighting

<b>TEC</b> 5	<b>9.1</b> Advances in Technology and Exchange After 1900
<b>ENV</b> 5	<b>9.2</b> Technological Advances and Limitations After 1900: Disease
<b>ENV</b> 4	<b>9.3</b> Technological Advances: Debates About the Environment After 1900
<b>ECN</b> 2	<b>9.4</b> Economics in the Global Age
<b>SIO</b> 4	<b>9.5</b> Calls for Reform and Responses After 1900
<b>CDI</b> 4	<b>9.6</b> Globalized Culture After 1900
<b>CDI</b> 2	<b>9.7</b> Resistance to Globalization After 1900
<b>GOV</b> 3	<b>9.8</b> Institutions Developing in a Globalized World
<b>6</b>	<b>9.9</b> Continuity and Change in a Globalized World

**Personal Progress Check 9**

**Multiple-choice: ~25 questions**

**Short-answer: 2 questions**

- Secondary source
- No source

**Free-response: 1 question**

- Long essay

## AP WORLD HISTORY

# UNIT 1

# The Global Tapestry

*c. 1200 to c. 1450*



**8–10%**

AP EXAM WEIGHTING



**~10–13**

CLASS PERIODS

---

The AP icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is itself centered within a larger white circle. The circle and square are both outlined with a thin blue border.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

### **Personal Progress Check 1**

**Multiple-choice: ~15 questions**

**Short-answer: 2 questions**

- Primary source (partial)
- Primary source (partial)

**Free-response: 1 question**

- Long essay (partial)

**UNIT**  
**1**

**8–10%** AP EXAM WEIGHTING

**~10–13** CLASS PERIODS

# The Global Tapestry

*c. 1200 to c. 1450*

## UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
GOV, CDI, ECN	<b>1.1</b> Developments in East Asia from c. 1200 to c. 1450	Continuity and Change	<b>4.A</b> Identify and describe a historical context for a specific historical development or process.	<b>~10–13</b> CLASS PERIODS
CDI, GOV, TEC	<b>1.2</b> Developments in Dar al-Islam from c. 1200 to c. 1450	Causation	<b>1.A</b> Identify and describe a historical concept, development, or process.	
CDI, GOV	<b>1.3</b> Developments in South and Southeast Asia from c. 1200 to c. 1450	Comparison	<b>3.A</b> Identify and describe a claim and/or argument in a text-based or non-text-based source.	
GOV	<b>1.4</b> State Building in the Americas	Continuity and Change	<b>3.B</b> Identify the evidence used in a source to support an argument.	
	<b>1.5</b> State Building in Africa	Continuity and Change	<b>1.B</b> Explain a historical concept, development, or process.	

*continued on next page*

## UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
CDI, GOV, SIO	1.6 Developments in Europe from c. 1200 to c. 1450	Causation	1.A Identify a historical concept, development, or process.	~10–13 CLASS PERIODS
	1.7 Comparison in the Period from c. 1200 to c. 1450	Comparison	6.A Make a historically defensible claim.	
AP	Go to <a href="#">AP Classroom</a> to assign the <b>Personal Progress Check</b> for Unit 1. Review the results in class to identify and address any student misunderstandings.			

## AP WORLD HISTORY

# UNIT 2

# Networks of Exchange

*c. 1200 to c. 1450*



**8–10%**  
AP EXAM WEIGHTING



**~10–13**  
CLASS PERIODS

---



The icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is itself centered within a larger white circle. The circle and square are both outlined with a thin blue border.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

### **Personal Progress Check 2**

**Multiple-choice: ~15 questions**

**Short-answer: 2 questions**

- Primary source
- Primary source

**Free-response: 1 question**

- Long essay (partial)

# Networks of Exchange

*c. 1200 to c. 1450*

## UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
ECN	<b>2.1</b> The Silk Roads	Causation	<b>4.A</b> Identify and describe a historical context for a specific historical development or process.	<b>~10–13</b> CLASS PERIODS
GOV, ECN, CDI	<b>2.2</b> The Mongol Empire and the Making of the Modern World	Continuity and Change	<b>5.A</b> Identify patterns among or connections between historical developments and processes.	
ECN, CDI, ENV	<b>2.3</b> Exchange in the Indian Ocean	Causation	<b>5.A</b> Identify patterns among or connections between historical developments and processes.	
TEC, GOV	<b>2.4</b> Trans-Saharan Trade Routes	Causation	<b>1.B</b> Explain a historical concept, development, or process.	
CDI	<b>2.5</b> Cultural Consequences of Connectivity	Causation	<b>2.A</b> Identify a source’s point of view, purpose, historical situation, and/or audience.	

*continued on next page*

## UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~10–13 CLASS PERIODS
ENV	<b>2.6 Environmental Consequences of Connectivity</b>	Causation	<b>5.A</b> Identify patterns among or connections between historical developments and processes.	
	<b>2.7 Comparison of Economic Exchange</b>	Comparison	<b>6.B</b> Support an argument using specific and relevant evidence. <ul style="list-style-type: none"> <li>▪ Describe specific examples of historically relevant evidence.</li> <li>▪ Explain how specific examples of historically relevant evidence support an argument.</li> </ul>	
<p>Go to <b>AP Classroom</b> to assign the <b>Personal Progress Check</b> for Unit 2. Review the results in class to identify and address any student misunderstandings.</p>				

## AP WORLD HISTORY

# UNIT 3

# Land-Based Empires

*c. 1450 to c. 1750*



**12–15%**  
AP EXAM WEIGHTING



**~8–11**  
CLASS PERIODS

---

The AP icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is set against a light blue circular background that has a thin white border.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

### **Personal Progress Check 3**

**Multiple-choice: ~10 questions**

**Short-answer: 2 questions**

- Primary source
- Primary source


**Free-response: 1 question**

- Long essay (partial)

# Land-Based Empires

*c. 1450 to c. 1750*

## UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
GOV	<b>3.1 Empires Expand</b>	Causation	<b>1.B</b> Explain a historical concept, development, or process.	~8–11 CLASS PERIODS
	<b>3.2 Empires: Administration</b>	Comparison	<b>4.A</b> Identify and describe a historical context for a specific historical development or process.	
CDI	<b>3.3 Empires: Belief Systems</b>	Continuity and Change	<b>2.B</b> Explain the point of view, purpose, historical situation, and/or audience of a source.	
	<b>3.4 Comparison in Land-Based Empires</b>	Comparison	<b>6.B</b> Support an argument using specific and relevant evidence. <ul style="list-style-type: none"> <li>Describe specific examples of historically relevant evidence.</li> <li>Explain how specific examples of historically relevant evidence support an argument.</li> </ul>	
 Go to <b>AP Classroom</b> to assign the <b>Personal Progress Check</b> for Unit 3. Review the results in class to identify and address any student misunderstandings.				

## AP WORLD HISTORY

# UNIT 4

# Transoceanic Interconnections

*c. 1450 to c. 1750*



**12–15%**  
AP EXAM WEIGHTING



**~22–25**  
CLASS PERIODS

---

The AP icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is set against a light blue circular background that has a thin white border.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

### **Personal Progress Check 4**

**Multiple-choice: ~15 questions**

**Short-answer: 2 questions**

- Primary source
- Secondary source

**Free-response: 1 question**

- Long essay (partial)



# Transoceanic Interconnections


*c. 1450 to c. 1750*

## UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~22–25 CLASS PERIODS
TEC	<b>4.1 Technological Innovations from 1450 to 1750</b>	Causation	<b>4.A</b> Identify and describe a historical context for a specific historical development or process.	
GOV, ECN	<b>4.2 Exploration: Causes and Events from 1450 to 1750</b>	Causation	<b>5.B</b> Explain how a historical development or process relates to another historical development or process.	
ENV	<b>4.3 Columbian Exchange</b>	Causation	<b>3.B</b> Identify the evidence used in a source to support an argument.	
GOV, ECN, SIO	<b>4.4 Maritime Empires Established</b>	Continuity and Change	<b>2.A</b> Identify a source's point of view, purpose, historical situation, and/or audience.	
GOV, ECN, SIO, CDI	<b>4.5 Maritime Empires Maintained and Developed</b>	Continuity and Change	<b>3.A</b> Identify and describe a claim and/or argument in a text-based or non-text-based source.	

*continued on next page*

**UNIT AT A GLANCE** *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~22–25 CLASS PERIODS
GOV	<b>4.6 Internal and External Challenges to State Power from 1450 to 1750</b>	Causation	<b>4.B</b> Explain how a specific historical development or process is situated within a broader historical context.	
SIO	<b>4.7 Changing Social Hierarchies from 1450 to 1750</b>	Continuity and Change	<b>3.D</b> Explain how claims or evidence support, modify, or refute a source's argument.	
	<b>4.8 Continuity and Change from 1450 to 1750</b>	Continuity and Change	<b>6.C</b> Use historical reasoning to explain relationships among pieces of historical evidence.	
	Go to <b>AP Classroom</b> to assign the <b>Personal Progress Check</b> for Unit 4. Review the results in class to identify and address any student misunderstandings.			

## AP WORLD HISTORY

# UNIT 5

# Revolutions

*c. 1750 to c. 1900*



**12–15%**  
AP EXAM WEIGHTING



**~20–23**  
CLASS PERIODS

---

The icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is itself centered within a larger white circle. The entire graphic is set against a light blue background.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

### **Personal Progress Check 5**

**Multiple-choice: ~25 questions**

**Short-answer: 2 questions**

- Secondary source
- No source

**Free-response: 2 questions**

- Long essay (partial)
- Document-based (partial)

**UNIT  
5**

**12–15%** AP EXAM WEIGHTING

**~20–23** CLASS PERIODS

# Revolutions


*c. 1750 to c. 1900*

## UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
CDI, SIO	<b>5.1</b> The Enlightenment	Continuity and Change	<b>3.A</b> Identify and describe a claim and/or argument in a text-based or non-text-based source.	<b>~20–23</b> CLASS PERIODS
GOV	<b>5.2</b> Nationalism and Revolutions in the Period from 1750 to 1900	Causation	<b>3.C</b> Compare the arguments or main ideas of two sources.	
ENV	<b>5.3</b> Industrial Revolution Begins	Causation	<b>1.B</b> Explain a historical concept, development, or process.	
TEC	<b>5.4</b> Industrialization Spreads in the Period from 1750 to 1900	Continuity and Change	<b>5.A</b> Identify patterns among or connections between historical developments and processes.	
	<b>5.5</b> Technology of the Industrial Age	Causation	<b>1.B</b> Explain a historical concept, development, or process.	
GOV	<b>5.6</b> Industrialization: Government’s Role from 1750 to 1900	Causation	<b>5.A</b> Identify patterns among or connections between historical developments and processes.	
ECN	<b>5.7</b> Economic Developments and Innovations in the Industrial Age	Continuity and Change	<b>5.B</b> Explain how a historical development or process relates to another historical development or process.	

*continued on next page*

## UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~20–23 CLASS PERIODS
SIO	<b>5.8 Reactions to the Industrial Economy from 1750 to 1900</b>	Causation	<b>2.B</b> Explain the point of view, purpose, historical situation, and/or audience of a source.	
	<b>5.9 Society and the Industrial Age</b>	Continuity and Change	<b>4.B</b> Explain how a specific historical development or process is situated within a broader historical context.	
	<b>5.10 Continuity and Change in the Industrial Age</b>	Continuity and Change	<b>6.C</b> Use historical reasoning to explain relationships among pieces of historical evidence.	
	Go to <a href="#">AP Classroom</a> to assign the <b>Personal Progress Check</b> for Unit 5. Review the results in class to identify and address any student misunderstandings.			

## AP WORLD HISTORY

# UNIT 6

# Consequences of Industrialization

*c. 1750 to c. 1900*



**12–15%**

AP EXAM WEIGHTING



**~12–15**

CLASS PERIODS

---

The icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is itself centered within a larger white circle. The circle has a thin blue border and a subtle drop shadow, giving it a three-dimensional appearance. The entire icon is positioned at the top center of a light blue rectangular box that contains the rest of the text.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

### **Personal Progress Check 6**

**Multiple-choice: ~20 questions**

**Short-answer: 2 questions**

- No source
- Primary source

**Free-response: 1 question**

- Document-based (partial)



# Consequences of Industrialization


*c. 1750 to c. 1900*

## UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
CDI	6.1 Rationales for Imperialism from 1750 to 1900	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.	~12–15 CLASS PERIODS
GOV	6.2 State Expansion from 1750 to 1900	Comparison	4.B Explain how a specific historical development or process is situated within a broader historical context.	
	6.3 Indigenous Responses to State Expansion from 1750 to 1900	Causation	2.C Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
ENV	6.4 Global Economic Development from 1750 to 1900	Continuity and Change	2.B Explain the point of view, purpose, historical situation, and/or audience of a source might affect its interpretation.	
ECN	6.5 Economic Imperialism from 1750 to 1900	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.	
ENV, ECN	6.6 Causes of Migration in an Interconnected World	Causation	5.B Explain how a historical development or process relates to another historical development or process.	

*continued on next page*

**UNIT AT A GLANCE** *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
SIO	6.7 Effects of Migration	Causation	<b>5.B</b> Explain how a historical development or process relates to another historical development or process.	~12–15 CLASS PERIODS
	6.8 Causation in the Imperial Age	Causation	<b>6.D</b> Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: <ul style="list-style-type: none"> <li>▪ Explain nuance of an issue by analyzing multiple variables.</li> <li>▪ Explain relevant and insightful connections within and across periods.</li> <li>▪ Explain the relative historical significance of a source’s credibility and limitations.</li> <li>▪ Explain how or why a historical claim or argument is or is not effective.</li> </ul>	
	 Go to <a href="#">AP Classroom</a> to assign the <b>Personal Progress Check</b> for Unit 6. Review the results in class to identify and address any student misunderstandings.			

## AP WORLD HISTORY

# UNIT 7

# Global Conflict

*c. 1900 to the present*



**8–10%**

AP EXAM WEIGHTING



**~9–12**

CLASS PERIODS

---

The icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is itself centered within a larger white circle. The circle and square are both outlined with a thin blue border.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

### **Personal Progress Check 7**

**Multiple-choice: ~25 questions**

**Short-answer: 2 questions**

- Secondary source
- No source

**Free-response: 1 question**

- Document-based

# Global Conflict


*c. 1900 to the present*

## UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~9–12 CLASS PERIODS
GOV	<b>7.1 Shifting Power After 1900</b>	Continuity and Change	<b>4.B</b> Explain how a specific historical development or process is situated within a broader historical context.	
	<b>7.2 Causes of World War I</b>	Causation	<b>1.B</b> Explain a historical concept, development, or process.	
TEC	<b>7.3 Conducting World War I</b>	Continuity and Change	<b>3.B</b> Identify the evidence used in a source to support an argument.	
ECN	<b>7.4 Economy in the Interwar Period</b>	Comparison	<b>2.C</b> Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
GOV	<b>7.5 Unresolved Tensions After World War I</b>	Continuity and Change	<b>2.C</b> Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
	<b>7.6 Causes of World War II</b>	Causation	<b>2.C</b> Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
	<b>7.7 Conducting World War II</b>	Comparison	<b>3.D</b> Explain how claims or evidence support, modify, or refute a source's argument.	

*continued on next page*

## UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
SIO	7.8 Mass Atrocities After 1900	Causation	<b>5.B</b> Explain how a historical development or process relates to another historical development or process.	~9–12 CLASS PERIODS
	7.9 Causation in Global Conflict	Causation	<b>6.D</b> Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: <ul style="list-style-type: none"> <li>▪ Explain nuance of an issue by analyzing multiple variables.</li> <li>▪ Explain relevant and insightful connections within and across periods.</li> <li>▪ Explain the relative historical significance of a source’s credibility and limitations.</li> <li>▪ Explain how or why a historical claim or argument is or is not effective.</li> </ul>	
 Go to <a href="#">AP Classroom</a> to assign the <b>Personal Progress Check</b> for Unit 7. Review the results in class to identify and address any student misunderstandings.				

## AP WORLD HISTORY

# UNIT 8

# Cold War and Decolonization

*c. 1900 to the present*



**8–10%**

AP EXAM WEIGHTING



**~14–17**

CLASS PERIODS

---

The icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is itself centered within a larger white circle. The circle has a thin blue border and a subtle drop shadow, giving it a three-dimensional appearance. The entire icon is positioned at the top center of a light blue rectangular box that contains the rest of the text.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

### **Personal Progress Check 8**

**Multiple-choice: ~25 questions**

**Short-answer: 2 questions**

- No source
- Primary source

**Free-response: 1 question**

- Document-based



# Cold War and Decolonization


*c. 1900 to the present*

## UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
GOV	<b>8.1</b> Setting the Stage for the Cold War and Decolonization	Continuity and Change	<b>4.B</b> Explain how a specific historical development or process is situated within a broader historical context.	~14–17 CLASS PERIODS
CDI	<b>8.2</b> The Cold War	Causation	<b>2.B</b> Explain the point of view, purpose, historical situation, and/or audience of a source.	
GOV	<b>8.3</b> Effects of the Cold War	Comparison	<b>5.B</b> Explain how a historical development or process relates to another historical development or process.	
ECN, SIO	<b>8.4</b> Spread of Communism After 1900	Causation	<b>2.C</b> Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
GOV	<b>8.5</b> Decolonization After 1900	Comparison	<b>5.B</b> Explain how a historical development or process relates to another historical development or process.	
GOV, ECN	<b>8.6</b> Newly Independent States	Continuity and Change	<b>3.D</b> Explain how claims or evidence support, modify, or refute a source’s argument.	
CDI	<b>8.7</b> Global Resistance to Established Power Structures After 1900	Causation	<b>2.B</b> Explain the point of view, purpose, historical situation, and/or audience of a source.	

*continued on next page*

## UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
GOV	<b>8.8</b> End of the Cold War	Causation	<b>1.B</b> Explain a historical concept, development, or process.	~14–17 CLASS PERIODS
	<b>8.9</b> Causation in the Age of the Cold War and Decolonization	Causation	<b>6.D</b> Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: <ul style="list-style-type: none"> <li>▪ Explain nuance of an issue by analyzing multiple variables.</li> <li>▪ Explain relevant and insightful connections within and across periods.</li> <li>▪ Explain the relative historical significance of a source’s credibility and limitations.</li> <li>▪ Explain how or why a historical claim or argument is or is not effective.</li> </ul>	
	Go to <a href="#">AP Classroom</a> to assign the <b>Personal Progress Check</b> for Unit 8. Review the results in class to identify and address any student misunderstandings.			

## AP WORLD HISTORY

# UNIT 9

# Globalization

*c. 1900 to the present*



**8–10%**  
AP EXAM WEIGHTING



**~8–11**  
CLASS PERIODS

---

The icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is itself centered within a larger white circle. The circle and square are both outlined with a thin blue border.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

### **Personal Progress Check 9**

**Multiple-choice: ~25 questions**

**Short-answer: 2 questions**

- Secondary source
- No source

**Free-response: 1 question**

- Long essay

# Globalization

*c. 1900 to the present*

## UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
TEC	<b>9.1 Advances in Technology and Exchange After 1900</b>	Continuity and Change	<b>5.A</b> Identify patterns among or connections between historical developments and processes.	~8–11 CLASS PERIODS
ENV	<b>9.2 Technological Advances and Limitations After 1900: Disease</b>	Continuity and Change	<b>5.B</b> Explain how a historical development or process relates to another historical development or process.	
	<b>9.3 Technological Advances: Debates About the Environment After 1900</b>	Causation	<b>4.B</b> Explain how a specific historical development or process is situated within a broader historical context.	
ECN	<b>9.4 Economics in the Global Age</b>	Continuity and Change	<b>2.C</b> Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
SIO	<b>9.5 Calls for Reform and Responses After 1900</b>	Continuity and Change	<b>4.B</b> Explain how a specific historical development or process is situated within a broader historical context.	
CDI	<b>9.6 Globalized Culture After 1900</b>	Continuity and Change	<b>4.B</b> Explain how a specific historical development or process is situated within a broader historical context.	
	<b>9.7 Resistance to Globalization After 1900</b>	Causation	<b>2.C</b> Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	

*continued on next page*

## UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
GOV	9.8 Institutions Developing in a Globalized World	Causation	3.C Compare the arguments or main ideas of two sources.	~8–11 CLASS PERIODS
	9.9 Continuity and Change in a Globalized World	Continuity and Change	<p>6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:</p> <ul style="list-style-type: none"> <li>▪ Explain nuance of an issue by analyzing multiple variables.</li> <li>▪ Explain relevant and insightful connections within and across periods.</li> <li>▪ Explain the relative historical significance of a source’s credibility and limitations.</li> <li>▪ Explain how or why a historical claim or argument is or is not effective.</li> </ul>	
	<p>Go to <a href="#">AP Classroom</a> to assign the <b>Personal Progress Check</b> for Unit 9. Review the results in class to identify and address any student misunderstandings.</p>			