



Hello and welcome! ***This is a work in progress document.*** You are encouraged to comment and ask questions. This process is SUPER intense for AP Courses but because of that, I think it is a great course to see the planning for. If you want to know more about what I do in my classroom, [this is a great starting point.](#) There are notes to teachers through the doc written in yellow boxes to make it easier for you to find.

Setting Up My Gradebook		
Content Objectives : 40% of the Grade Tests and Quizzes are aligned by standard. Clear guides are given per standard to show what is mastery.	Writing Objectives : 60% of the Grade There are 3 types of writing for the AP Exam The AP writing rubrics will be re-written as a series of student friendly objectives.	Turn In Rate, Work Completion, Participation: 0% of the Grade but Measured Toward Citizenship Grade
- Assessed as Traditional Standards Based Grading through formative and summative assessments. - Students can redo as much as they need but must show proof they have done more to better understand the objective (attend tutorial, study tasks, etc.)	- Assessed using reflective standards based grading. - Students grade themselves on how well they meet each objective (rubrics provided) and then provide evidence (writing sample.) - If student does not show evidence they met the objective they are given feedback.	- All of this is still measured and communicated to parents and student but has no impact on their academic grade. - This does impact their citizenship grade.

# of Days to Teach This Unit = 10 Blocks with an average of 5 Objectives a Block 😊😊😊😊😊😊			
Unit 1 Quizlet		Full Key Concept Outline for Unit 1	
Key Concept 1.1 Big Geography and the Peopling of the Earth			
The term big geography draws attention to the global nature of world history. Throughout the Paleolithic period, humans migrated from Africa to Eurasia, Australia, and the Americas. Early humans were mobile and creative in adapting to different geographical settings from savannah to desert to tundra. Humans also developed varied and sophisticated technologies			
Questions students need to be able to answer.	Key Vocabulary	Student friendly objectives	Lessons, Resources, Activities (#'s match the objectives.)
A. What is the evidence that explains the earliest history of humans and the planet? How is this evidence interpreted? B. Where did humans first appear on Earth, and what were their society, technology, and culture? C. Describe earliest humans' technology & tools. D. How did the earliest humans' society help them procure enough supplies to survive?	History (1) Prehistory (1) Artifacts (1) Lucy (1) Technology (2) Tools (4) Humans (1) Culture (3) Society (3) Geography Paleolithic Migrate Africa Eurasia Australia Americas Savannah Desert Tundra Global	1. I can explain and describe the evidence that explain the earliest history of humans on the planet 2. I can explain where the first humans appeared on earth. 3. I can describe culture, society, and technology of the first humans. 4. I can describe the technology and tools used by the earliest humans. 5. I can explain how the earliest humans obtained enough supplies to survive.	Objective #1 History & Prehistory Newsela Story of Lucy WOTW Source 1.2 Objective #2 Cave paintings Paleolithic Societies Objective #3 Paleolithic Societies WOTW Source 1.1 Objective #4 Hunt and Gather Challenge
Assessments for the Objectives:	Formative Assessment Quizizz , SPICE Chart as a Formative Assessment (google forms), Albert iO Key Concept 1.1 Quiz		
A NOTE TO TEACHERS: I will not be able to post all assessments I use in class due to the nature of AP World and Secured content and documents. I will explain what they are but I cannot link them all. I do make all my assessments available for retakes. I do give feedback as quickly & efficiently as possible on assessments. This is why I often use Google Forms, Quizizz, etc. Here are the common tools I use for Formative Assessment.			
Key Concept 1.2 The Neolithic Revolution and Early Agricultural Societies			

In response to warming climates at the end of the last Ice Age, about 10,000 years ago, some groups adapted to the environment in new ways, while others remained hunter-foragers. Settled agriculture appeared in several different parts of the world. The switch to agriculture created a more reliable, but not necessarily more diversified, food supply. Farmers also affected the environment through cultivation of selected plants to the exclusion of others, the construction of irrigation systems, and the use of domesticated animals for food and labor. Populations increased; village life developed, followed by urban life with all its complexity. Patriarchy and forced-labor systems developed, giving elite men concentrated power. Pastoralism emerged in parts of Africa and Eurasia. Like agriculturalists, pastoralists tended to be more socially stratified than hunter-foragers. Pastoralists’ mobility facilitated technology transfers through their interaction with settled populations.

Questions students need to be able to answer.	Key Vocabulary	Student friendly objectives	Lessons to Support (#’s match the objectives.)
A. What were the long-term demographic, social, political, and economic effects of the Neolithic Revolution? B. How did pastoral societies resemble or differ from early agricultural societies? C. How did the Neolithic Revolution affect human societies economically & socially? D. Why did the Neolithic Revolution start (at all)? E. Where did the Neolithic Revolution first transform human populations? (Plural answer) F. Where did pastoralism persist even after the Neolithic Revolution? G. What various crops & animals were developed or domesticated during the Neolithic Revolution? H. What labor adjustments did humans make in order to facilitate the Neolithic Revolution? I. What were the environmental effects of the Neolithic Revolution? J. What were the effects of pastoralism & agriculture on humans? K. What effects did pastoralism & agriculture have on the food supply? L. What were the social effects of the increased food supply caused by increase of agriculture? M. What technological innovations are associated with the growth of agriculture?	Neolithic revolution (1) Economic systems (1) Social systems (1) Demographic (2) Villages (2) Agriculture (3) Domesticated plants (4) Domesticated animals (4) Pastoralism (5) Grasslands (5) Afro-Eurasia (5) Crops (5) Labor (3) Crop production (3) (6) Water control (6) Irrigation (6)	1. I can explain how the neolithic revolution led to the development of more complex economic and social systems. 2. I can explain the significance of the demographic changes that occurred because of the neolithic revolution, for example the emergence of permanent villages. 3. I can explain and compare the various ways agriculture developed in Mesopotamia, the Nile River Valley, Sub-Saharan Africa, the Yellow River Valley, Papua New Guinea, Mesoamerica, and the Andes. 4. I can explain how people domesticated plants in animals in Mesopotamia, the Nile River Valley, Sub-Saharan Africa, the Yellow River Valley, Papua New Guinea, Mesoamerica, and the Andes. 5. I can explain and describe the development of pastoralism and its impact on Afro-Eurasian Grasslands. 6. I can describe and explain how agricultural communities interacted with and impacted their environment. I can specifically describe the impact of crop production and water control systems.	Objective #1 Objective #2 Neolithic Revolution and Agriculture Objective #3 Objective #4 Objective #5 Objective #6
Assessments for the Objectives:	Content Quizizz, Quizlet Vocabulary, Map Quiz, and Albert iO Key Concept 1.2		

Key Concept 1.3 The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

About 5,000 years ago, urban societies developed, laying the foundations for the first civilizations. The term civilization is normally used to designate large societies with cities and powerful states. While there were many differences between civilizations, they also shared important features. They all produced agricultural surpluses that permitted significant specialization of labor. All civilizations contained cities and generated complex institutions, including political bureaucracies, armies, and religious hierarchies. They also featured clearly stratified social hierarchies and organized long-distance trading relationships. Economic exchanges intensified within and between civilizations, as well as with nomadic pastoralists. As populations grew, competition for surplus resources, especially food, led to greater social stratification, specialization of labor, increased trade, more complex systems of government and religion, and the development of record keeping. As civilizations expanded, people had to balance their need for more resources with environmental constraints. Finally, the accumulation of wealth in settled communities spurred warfare between communities and/or with pastoralists; this violence drove the development of new technologies of war and urban defense.

Questions students need to be able to answer.	Key Vocabulary	Student friendly objectives	Lessons to Support (#’s match the objectives.)
A. What is a ‘civilization,’ and what are the defining characteristics of a civilization? How did	Mesopotamia (2) Tigris River Valley (2) Euphrates River Valley	1. I can explain the variety of geographical and environmental settings where agriculture flourished 2. I can identify and explain the development of Mesopotamia in	0

B. civilizations develop and grow more complex before 600 BCE? What were the effects of this increasing complexity? C. Where did the earliest civilizations develop, and why did they develop in those locations? D. What is a “state?” Who ruled the early states, and which segments of society usually supported the ruler? E. Why were some early states able to expand and conquering neighboring states? F. Give four examples of early empires in the Nile & Tigris/Euphrates River Valleys. G. What role did pastoral civilizations play vis a vis empires? H. How did culture play a role in unifying populations? I. What architectural forms did early civilizations produce? J. Which social strata encouraged the development of art in ancient civilizations? K. What forms of writing developed in ancient civilizations? L. What was the relationship between literature and culture? M. What pre-600 BCE religions strongly influenced later eras? N. How “big” were the pre-600 BCE trading regions? O. How did social and gender identities develop pre-600 BCE?	(2) Egypt (3) Nile River Valley (3) Mohenjo-daro (4) Harappa (4) Indus River Valley (4) Shang (5) Yellow River Valley (5) Olmec (6) Chavin (7) States (8) Military (11) Aristocratic (11) elite (11) Agrarian (13) Composite Bows (13) Iron Weapons (13) Chariots (13) Horseback Riding (13) Laws (14) Literature (14) Religion (14) Myths (14) monumental art (14) Ziggurats (15) Pyramids (15) Defensive wall (15) Cuneiform (16) Hieroglyphs (16) Code of Hammurabi (17) Code of Ur-Nammu (17) Hebrew monotheism (18) Zoroastrianism (18) Vedic Religion (18) Indo-European (19) Bantu Migrations (19) Patriarchy (21) Social hierarchies (21)	the Tigris and Euphrates River Valleys. 3. I can identify and explain the development of Egypt in the Nile River Valley 4. I can identify and explain the development of the Mohenjo-daro and Harappa in the Indus River Valley 5. I can identify and explain the development of the Shang in the Yellow River (Huange He) Valley 6. I can identify and explain the development of the Olmec in Mesoamerica 7. I can identify and explain the development of the Chavin in Andean South America. 8. I can explain how the first states emerged within core civilizations in Mesopotamia and the Nile River Valley 9. I can provide specific evidence of how states were powerful new systems of rule that mobilized surplus labor and resources over large areas. 10. I can describe how rulers of early states often claimed divine connections to power. 11. I can give examples of how rulers relied on the support of the military, religious, or aristocratic elite. 12. I can explain and provide specific evidence of how as states grew and competed for land and resources, the more favorably situated had greater access to resources, produced more surplus food, and experienced growing populations, enabling them to undertake territorial expansion and conquer surrounding states. 13. I can explain how pastoralists were often the developers and disseminators of new weapons modes of transportation that transformed warfare in agrarian civilizations 14. I can explain the significance culture played in unifying states through laws, language, literature, religion, myths, and monumental art. 15. I can identify and explain specific examples of monumental architecture and urban planning. 16. I can identify and explain systems of record keeping. I can explain how they arose independently in all early civilizations and how writing and record keeping subsequently spread. 17. I can explain how states developed legal codes that reflected existing hierarchies and facilitated the rule of governments over people. 18. I can explain religious beliefs that developed in this period—including the Vedic religion, Hebrew monotheism, and Zoroastrianism—continued to have strong influences in later periods 19. I can explain how cultural and technological exchanges grew as a result of expanding trade networks and large-scale population movements, such as the Indo-European and Bantu migrations. 20. I can explain the cultural and technological exchange that occurred due to trade between Mesopotamia and Egypt 21. I can explain the cultural and technological exchange that occurred due to trade between Egypt and Nubia 22. I can explain the cultural and technological exchange that occurred due to trade between Mesopotamia and the Indus Valley 23. I can explain the cultural and technological exchange that occurred due to trade between China and Southwest Asia 24. I can give examples of how social hierarchies, including patriarchy, intensified as states expanded and cities multiplied.	
Assessments for the Objectives:			

Historical Thinking and Writing Skills		
A NOTE TO TEACHERS: These are skills they will develop throughout the year, <i>I’ve decided to take the approach of adding complexity to the skills each unit and assess the skills at the complexity outlined per unit.</i> The skills will appear multiple times in my gradebook and each time they appear they will be more complex. I choose this approach because the skills asked by the College Board are far beyond what students walking into my classroom know how to do. This is their first time writing at this level so I break the skills apart and increase complexity each unit. Another approach would be to put the skills in the gradebook only once but continually assess and revise their score each unit as they improve. Learn more here!		
What Students Need to Be Able to Do According to the College Board	Student friendly objectives	Lessons to Support (#’s match the objectives.)
The Historical Thinking Skills Students can develop their ability to reason meaningfully about the past by using the same skills and practices they encounter in historical writings. The most common ways in which historians reason about the past involve: ● seeing the connections between the particular and the general (or contextualization) ● analyzing similarities and differences (or comparison) ● analyzing cause and effect (or causation) ● identifying long-term patterns of continuity or change over time	Contextualization: I can connect the particular details of a source to the larger historical patterns. Comparison Focus: Key Concept 1.2.3: I can explain and compare the various ways agriculture developed in Mesopotamia, the Nile River Valley, Sub-Saharan Africa, the Yellow River Valley, Papua New Guinea, Mesoamerica, and the Andes. Causation: 1.2.1: I can explain how the neolithic revolution led to the development of more complex economic and social systems. CCOT Focus: 1.3.24: I can give examples of how social hierarchies, including patriarchy, intensified as states expanded and cities multiplied.	Contextualization: HIPP Sourcing Comparison: River Valley Chart and LEQ Causation: Greatest Mistake Debate CCOT: The Patriarchy!!!! Lesson
Assessments for the Objective:		
Formulating a Claim and Reasoning In order to develop a historical argument, historians formulate a claim, or thesis, that is based on logical historical reasoning. A meaningful claim must be based in evidence, historically defensible, and evaluative; it must take a stance on an issue that could plausibly be argued differently, and go beyond simply listing causes or factors, qualifying its assertions by looking at an issue from multiple perspectives or lenses. The reasoning used in the thesis often sets up the structure of the argument in the essay that follows. These might include: ● Weighing the relative significance of regional, national, or global contexts for understanding a historical event (Contextualization) ● Identifying areas of similarity or difference between historical phenomena, in order to consider possible underlying reasons for similarity or difference (Comparison) ● Considering both the immediate causes or effects of an event as well as long-term causes or effects, and assigning a relative significance to each (Causation) ● Identifying ways that a historical development might be part of a long-term pattern (continuity) ● or mark a moment of departure from such patterns (change) (Continuity and Change over Time)	<i>Unit Focus: Formulating a Claim/Thesis</i> I can respond to questions or prompts with an argumentative claim.	
Assessments for the Objectives:	Identifying Claims Quizizz, Google Form for Writing Own Claim	
Using Evidence to Support an Argument Historians use historical reasoning in tandem with their analysis of historical evidence in order to develop and support a historical argument. As historians analyze primary or secondary sources, they also consider how they might be used to support, qualify, or modify an argument about the past. They then organize the evidence from historical sources in meaningful and persuasive ways to support a thesis. However, historians must also acknowledge that not all sources necessarily support the argument, and that there may be other plausible ways to	<i>UNIT FOCUS: Analyzing Evidence</i> I can thoroughly and accurately H.I.P.P. a document. ● I can identify the historical context of a source. ● I can identify the intended audience of a source. ● I can identify the purpose of a source. ● I can identify the point of view of a source.	

understand a historical development.			
Assessments for the Objectives:	HIPP Sources Via Google Form, Sourcing Quizizz		
Unit Trip		Museum of Man San Diego	