The goal of this assignment is to expose students to a condensed and synthesized preview of AP World History. Due to the rigor and pacing of this course, MVHS AP World instructors found it beneficial for students to be exposed to a general overview of the curriculum over the summer break. An incoming student of World History should first and foremost understand why the study of history is a necessity. In addition students will be exposed to a new form of understanding history through the context of thematic learning as opposed to a strictly linear timeline. Due to the vast landscape we will be exploring during the coming year in AP World History we have to understand, and recognize patterns within the various time periods that we will be investigating.

Chapter 1: Introduction: What and Why is World History?
- Students should identify the author’s main argument and supporting rationale regarding the importance of studying world history.
- Be able to support, modify, or refute the author’s point of view.

Chapter 2: A World History Skeleton
- Students should have a basic understanding of how the author characterizes major time periods and eras in world history.
- Make note of how the author builds upon the discussion of varying historical time periods in the chapters that follow.
- Compare these concepts to the College Board Historical Periods chart included on page 2.

The remaining chapters discuss topics such as geographic regions, civilizations, themes, and disputes in world history. Students should also utilize this work to begin to understand the AP History Reasoning Skills and Disciplinary Practices as outlined by the College Board below. Students are highly encouraged to familiarize themselves with the College Board’s Website. Here students can find information about: the Course Exam Description, Course Overview, and Practice Exams. Use the link to access the CB’s website:

### Units and Chronological Periods

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

*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. Rerouting 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 how 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 gain affluence and are affected by the ways that they produce, exchange, and consume goods and services.

**THEME 5: SOCIAL INTERACTIONS AND ORGANIZATION (SIDO)**
The process by which societies group their members and the norms that govern the interactions between those groups and the individuals that socialize, political, economic, and cultural institutions and organization.

**THEME 6: TECHNOLOGY AND INNOVATION (TEC)**
Information 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.

### AP Historical Thinking Skills

**Skill 1: Developments and Processes**
- Identify and explain historical developments and processes.

**Skill 2: Sourcing and Situation**
- Analyze the sources and situations of primary and secondary sources.

**Skill 3: Claims and Evidence in Sources**
- Analyze arguments in primary and secondary sources.

**Skill 4: Contextualization**
- Analyze the context of historical events, developments, or processes.

**Skill 5: Making Connections**
- Using historical reasoning processes (comparison, causation, continuity, and change), analyze patterns and connections between and among historical developments and processes.

**Skill 6: Argumentation**
- Develop an argument.