

UNIT
1

The Global Tapestry

c. 1200 to c. 1450

~10–13 Class Periods

8–10% AP Exam Weighting

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

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~10–13 CLASS PERIODS
GOV, CDI, ECN	1.1 Developments in East Asia from c. 1200 to c. 1450	Continuity and Change	4.A Identify and describe a historical context for a specific historical development or process.	
CDI, GOV, TEC	1.2 Developments in Dar al-Islam from c. 1200 to c. 1450	Causation	1.A Identify and describe a historical concept, development, or process.	
CDI, GOV	1.3 Developments in South and Southeast Asia from c. 1200 to c. 1450	Comparison	3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.	
GOV	1.4 State Building in the Americas	Continuity and Change	3.B Identify the evidence used in a source to support an argument.	
	1.5 State Building in Africa	Continuity and Change	1.B Explain a historical concept, development, or process.	
CDI, GOV, SIO	1.6 Developments in Europe from c. 1200 to c. 1450	Causation	1.A Identify a historical concept, development, or process.	
	1.7 Comparison in the Period from c. 1200 to c. 1450	Comparison	6.A Make a historically defensible claim.	

UNIT
2

Networks of Exchange

c. 1200 to c. 1450

~10–13 Class Periods **8–10%** AP Exam Weighting

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

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~10–13 CLASS PERIODS
ECN	2.1 The Silk Roads	Causation	4.A Identify and describe a historical context for a specific historical development or process.	
GOV, ECN, CDI	2.2 The Mongol Empire and the Making of the Modern World	Continuity and Change	5.A Identify patterns among or connections between historical developments and processes.	
ECN, CDI, ENV	2.3 Exchange in the Indian Ocean	Causation	5.A Identify patterns among or connections between historical developments and processes.	
TEC, GOV	2.4 Trans-Saharan Trade Routes	Causation	1.B Explain a historical concept, development, or process.	
CDI	2.5 Cultural Consequences of Connectivity	Causation	2.A Identify a source’s point of view, purpose, historical situation, and/or audience.	
ENV	2.6 Environmental Consequences of Connectivity	Causation	5.A Identify patterns among or connections between historical developments and processes.	
	2.7 Comparison of Economic Exchange	Comparison	6.B Support an argument using specific and relevant evidence. <ul style="list-style-type: none"> Describe specific examples of historically relevant evidence. Explain how specific examples of historically relevant evidence support an argument. 	

**UNIT
3**

Land-Based Empires

c. 1450 to c. 1750

~8–11 Class Periods

12–15% AP Exam Weighting

GOV 1	3.1 Empires Expand
GOV 4	3.2 Empires: Administration
CDI 2	3.3 Empires: Belief Systems
6	3.4 Comparison in Land-Based Empires

UNIT AT A GLANCE

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

UNIT 4

Transoceanic Interconnections

c. 1450 to c. 1750

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

TEC 4	4.1 Technological Innovations from 1450 to 1750
GOV ECN 5	4.2 Exploration: Causes and Events from 1450 to 1750
ENV 3	4.3 Columbian Exchange
GOV ECN SIO 2	4.4 Maritime Empires Established
ECN GOV SIO CDI 3	4.5 Maritime Empires Maintained and Developed
GOV 4	4.6 Internal and External Challenges to State Power from 1450 to 1750
SIO 3	4.7 Changing Social Hierarchies from 1450 to 1750
6	4.8 Continuity and Change from 1450 to 1750

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~22-25 CLASS PERIODS
TEC	4.1 Technological Innovations from 1450 to 1750	Causation	4.A Identify and describe a historical context for a specific historical development or process.	
GOV, ECN	4.2 Exploration: Causes and Events from 1450 to 1750	Causation	5.B Explain how a historical development or process relates to another historical development or process.	
ENV	4.3 Columbian Exchange	Causation	3.B Identify the evidence used in a source to support an argument.	
GOV, ECN, SIO	4.4 Maritime Empires Established	Continuity and Change	2.A Identify a source's point of view, purpose, historical situation, and/or audience.	
GOV, ECN, SIO, CDI	4.5 Maritime Empires Maintained and Developed	Continuity and Change	3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.	
GOV	4.6 Internal and External Challenges to State Power from 1450 to 1750	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.	
SIO	4.7 Changing Social Hierarchies from 1450 to 1750	Continuity and Change	3.D Explain how claims or evidence support, modify, or refute a source's argument.	
	4.8 Continuity and Change from 1450 to 1750	Continuity and Change	6.C Use historical reasoning to explain relationships among pieces of historical evidence.	

UNIT 5

Revolutions

c. 1750 to c. 1900

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

CDI SIO 3	5.1 The Enlightenment
GOV 3	5.2 Nationalism and Revolutions in the Period from 1750 to 1900
ENV 1	5.3 Industrial Revolution Begins
TEC 5	5.4 Industrialization Spreads in the Period from 1750 to 1900
TEC 1	5.5 Technology of the Industrial Age
GOV 5	5.6 Industrialization: Government's Role from 1750 to 1900
ECN 5	5.7 Economic Developments and Innovations in the Industrial Age
SIO 2	5.8 Reactions to the Industrial Economy from 1750 to 1900
SIO 4	5.9 Society and the Industrial Age
6	5.10 Continuity and Change in the Industrial Age

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~20–23 CLASS PERIODS
CDI, SIO	5.1 The Enlightenment	Continuity and Change	3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.	
GOV	5.2 Nationalism and Revolutions in the Period from 1750 to 1900	Causation	3.C Compare the arguments or main ideas of two sources.	
ENV	5.3 Industrial Revolution Begins	Causation	1.B Explain a historical concept, development, or process.	
TEC	5.4 Industrialization Spreads in the Period from 1750 to 1900	Continuity and Change	5.A Identify patterns among or connections between historical developments and processes.	
	5.5 Technology of the Industrial Age	Causation	1.B Explain a historical concept, development, or process.	
GOV	5.6 Industrialization: Government's Role from 1750 to 1900	Causation	5.A Identify patterns among or connections between historical developments and processes.	
ECN	5.7 Economic Developments and Innovations in the Industrial Age	Continuity and Change	5.B Explain how a historical development or process relates to another historical development or process.	
SIO	5.8 Reactions to the Industrial Economy from 1750 to 1900	Causation	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
	5.9 Society and the Industrial Age	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
	5.10 Continuity and Change in the Industrial Age	Continuity and Change	6.C Use historical reasoning to explain relationships among pieces of historical evidence.	

UNIT 6

Consequences of Industrialization

c. 1750 to c. 1900

~12–15 Class Periods

12–15% AP Exam Weighting

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

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~12–15 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.	
	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.	
GOV	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	6.B Explain how a historical development or process relates to another historical development or process.	
SIO	6.7 Effects of Migration	Causation	6.B Explain how a historical development or process relates to another historical development or process.	
	6.8 Causation in the Imperial Age	Causation	6.D 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"> Explain nuance of an issue by analyzing multiple variables. Explain relevant and insightful connections within and across periods. Explain the relative historical significance of a source's credibility and limitations. Explain how or why a historical claim or argument is or is not effective. 	

UNIT 7

Global Conflict

c. 1900 to the present

~9–12 Class Periods

8–10% AP Exam Weighting

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

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~9–12 CLASS PERIODS
GOV	7.1 Shifting Power After 1900	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
	7.2 Causes of World War I	Causation	1.B Explain a historical concept, development, or process.	
TEC	7.3 Conducting World War I	Continuity and Change	3.B Identify the evidence used in a source to support an argument.	
ECN	7.4 Economy in the Interwar Period	Comparison	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.	
	7.5 Unresolved Tensions After World War I	Continuity and Change	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.	
GOV	7.6 Causes of World War II	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.	
	7.7 Conducting World War II	Comparison	3.D Explain how claims or evidence support, modify, or refute a source's argument.	
SIO	7.8 Mass Atrocities After 1900	Causation	5.B Explain how a historical development or process relates to another historical development or process.	
	7.9 Causation in Global Conflict	Causation	6.D 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"> Explain nuance of an issue by analyzing multiple variables. Explain relevant and insightful connections within and across periods. Explain the relative historical significance of a source's credibility and limitations. Explain how or why a historical claim or argument is or is not effective. 	

UNIT
8

Cold War and Decolonization

c. 1900 to the present

~14-17 Class Periods **8-10%** AP Exam Weighting

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

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~14-17 CLASS PERIODS
GOV	8.1 Setting the Stage for the Cold War and Decolonization	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
CDI	8.2 The Cold War	Causation	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
GOV	8.3 Effects of the Cold War	Comparison	5.B Explain how a historical development or process relates to another historical development or process.	
ECN, SIO	8.4 Spread of Communism After 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.	
GOV	8.5 Decolonization After 1900	Comparison	5.B Explain how a historical development or process relates to another historical development or process.	
GOV, ECN	8.6 Newly Independent States	Continuity and Change	3.D Explain how claims or evidence support, modify, or refute a source's argument.	
CDI	8.7 Global Resistance to Established Power Structures After 1900	Causation	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
GOV	8.8 End of the Cold War	Causation	1.B Explain a historical concept, development, or process.	
	8.9 Causation in the Age of the Cold War and Decolonization	Causation	<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"> Explain nuance of an issue by analyzing multiple variables. Explain relevant and insightful connections within and across periods. Explain the relative historical significance of a source's credibility and limitations. Explain how or why a historical claim or argument is or is not effective. 	

UNIT 9

Globalization

c. 1900 to the present

~8-11 Class Periods

8-10% AP Exam Weighting

TEC
5
9.1 Advances in Technology and Exchange After 1900

ENV
5
9.2 Technological Advances and Limitations After 1900: Disease

ENV
4
9.3 Technological Advances: Debates About the Environment After 1900

ECN
2
9.4 Economics in the Global Age

SIO
4
9.5 Calls for Reform and Responses After 1900

CDI
4
9.6 Globalized Culture After 1900

CDI
2
9.7 Resistance to Globalization After 1900

GOV
3
9.8 Institutions Developing in a Globalized World

6
9.9 Continuity and Change in a Globalized World

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
TEC	9.1 Advances in Technology and Exchange After 1900	Continuity and Change	5.A Identify patterns among or connections between historical developments and processes.	~8-11 CLASS PERIODS
ENV	9.2 Technological Advances and Limitations After 1900: Disease	Continuity and Change	5.B Explain how a historical development or process relates to another historical development or process.	
	9.3 Technological Advances: Debates About the Environment After 1900	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.	
ECN	9.4 Economics in the Global Age	Continuity and Change	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.	
SIO	9.5 Calls for Reform and Responses After 1900	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
CDI	9.6 Globalized Culture After 1900	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
	9.7 Resistance to Globalization After 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.	
GOV	9.8 Institutions Developing in a Globalized World	Causation	3.C Compare the arguments or main ideas of two sources.	
	9.9 Continuity and Change in a Globalized World	Continuity and Change	6.D 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"> Explain nuance of an issue by analyzing multiple variables. Explain relevant and insightful connections within and across periods. Explain the relative historical significance of a source's credibility and limitations. Explain how or why a historical claim or argument is or is not effective. 	