

Category	CA State Standards: World History, Culture, and Geography	AP World History	AP European History	AP Human Geography	World Studies
Historical Time Periods Covered	1750-Present	1200-Present	1450-Present	Agriculture → starts around 10,000 BCE - present Empire → from the 1400s - present Industrialization → from the mid-1700s - present	1750-Present
Themes Emphasized	Revolutions, Industrialization, Imperialism, Global Conflict, Cold War, Globalization	Human and environmental interaction, cultural development, state-building, economic systems, social structures	Europe's Interaction with the world, Economic and commercial development, Cultural and intellectual development, States and institutions of power, social organizations and development, National and European identity, Technological and scientific innovations	Population, Migration, Cultural Patterns, Political Geography, Urbanization, Industrialization, Development	Interdisciplinary approach covering history, geography, and current events
Key Content Themes	World Civilizations, global interactions, cultural diffusion, geography impacts on civilizations.	Global interactions, technology, demography, cultural developments, state-building, economic systems.	Role of religion, nationality, and other factors in shaping identity. The changing nature and motivation for warfare. The evolution of Western political and economic institutions, with a focus on the emergence of democracy and capitalism through both revolution and reform. The role of social class and gender in organizing society, and how status has changed over time. The impact Europe has had on non-European societies and vice versa.	Population, migration, cultural patterns, political organization, economic development.	Varies greatly. Could be focused on current events, or regional studies.
Geographical Scope	Global with emphasis on major civilizations and historical developments	Comprehensive global approach, connecting regions and cultures	Primarily Europe with additional consistent emphasis on Europe's interactions with Asia, Africa, and the Americas	Global, Spatial analysis of human societies and their interactions with the environment	Global but may focus on specific themes or regions
Depth	Core concepts and key events	In-depth analysis of historical trends and developments	In-depth analysis of historical developments that have shaped and led to the emergence of modern Europe and its current role in the world	In-depth analysis of geographical patterns and processes	varies.
Skills Developed	Critical thinking, source analysis, historical writing, research skills	Document analysis, argumentation, synthesis, comparative reasoning	Source Analysis, historical argumentation, continuity and change over time, Comparison, Causation, Chronological reasoning	Spatial thinking, data interpretation, map analysis, research skills	Critical thinking, comparative analysis, research skills
Primary Focus	Ensuring students understand key historical developments and their impact on the modern world	Developing historical thinking and preparing for college-level history coursework	Deep dive into European history, culture, political and economic development, and interactions between European and non-European civilizations	Understanding human interaction with the environment and spatial organization of societies	Providing a broad overview of world cultures and historical events with a focus on global perspectives
Specifics	<p>World History, Culture, and Geography: The Modern World</p> <p>10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.</p> <p>10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.</p> <p>10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.</p> <p>10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.</p> <p>10.5 Students analyze the causes and course of the First World War.</p> <p>10.6 Students analyze the effects of the First World War.</p> <p>10.7 Students analyze the rise of totalitarian governments after World War I.</p> <p>10.8 Students analyze the causes and consequences of World War II.</p> <p>10.9 Students analyze the international developments in the post-World War II world.</p> <p>10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.</p> <p>10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).</p>	<p>To prepare students to exercise their rights and responsibilities in a democratic society. Towards that end, the course has two focuses:</p> <p>1) The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies from 1200 to today.</p> <p>2) To improve students' skills in the social sciences to college level performance.</p> <p>Although the AP exam is not the only focus, the course is structured to provide thorough preparation.</p> <p>* Test Period: 1200 - 1450 CE --Unit 1: The Global Tapestry --Unit 2: Networks of Exchange * Test Period: 1450 - 1750 CE --Unit 3: Land-Based Empires --Unit 4: Transoceanic Interconnections * Test Period: 1750 - 1900 CE --Unit 5: Revolutions --Unit 6: Consequences of Industrialization * Test Period 1900 - Present --Unit 7: Global Conflict --Unit 8: Cold War and Decolonization --Unit 9: Globalization</p>	<p>To develop fluency with core historical concepts and events to guide in decision making and meeting responsibilities as participants in our democratic society.</p> <p>History Thinking Skills Skill 1: Developments and Processes: Identify and explain historical developments and processes Skill 2: Sourcing and Situation: Analyze sourcing and situation of primary and secondary sources. Identify, describe, and 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. Skill 3: Claims and Evidence in sources: Analyze arguments in primary and secondary sources. Identify and describe a claim and/or argument in a text-based or non-text-based source. Identify the evidence used in a source to support an argument. Compare the arguments or main ideas of two sources Explain how claims or evidence support, modify, or refute a source's argument Skill 4: Contextualization: Analyze the context of historical events, developments, or processes. Identify and describe a historical context for a specific historical development or process. Explain how a specific historical development or process is situated within a broader historical context. Skill 5: Making Connections: Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes. Identify patterns among or connections between historical developments and processes. Explain how a historical development or process relates to another historical development or process. Skill 6: Claims and Evidence in sources: Develop an argument. Make a historically defensible claim in the form of an evaluative thesis. Support an argument using specific and relevant evidence.</p> <p>Students will be able to recognize throughout the time periods studied specific examples of the following themes: * Europe's interaction with the world * Economic and commercial development * Cultural and intellectual development * States and other institutions of power * Social organizations and development * National and European identity * Technological and scientific innovations</p>	<p>-Use and think about maps and spatial data. -Understand and interpret the implications of associations among phenomena in places. -Recognize and interpret at different scales the relationships among patterns and processes. -Define regions and evaluate the regionalization process. -Characterize and analyze changing interconnections among places. -Additional academic development goals include: -Improved analytical reading and writing skills. -Improved foundation for success in future secondary and collegiate coursework. -Introduction to college-level reasoning and content. -Understand the relationship between sustained, focused academic work ethic and academic success.</p> <p>* Unit 1: Thinking Geographically Students will learn about the tools and methods geographers use in their study of places</p> <p>* Unit 2: Cultural Patterns and Processes Students will focus on how and why language, religion, and other cultural practices spread over time and space</p> <p>* Unit 3: Political Patterns and Processes Students will build upon their knowledge of cultural patterns to learn about the political organization of the world</p> <p>* Unit 4: Agriculture and Rural Land Use Patterns and Processes Students will learn where humans first developed agriculture and how farming practices spread throughout the world</p> <p>* Unit 5: Population and Migration Patterns and Processes Students will explore the patterns associated with human populations</p> <p>* Unit 6: Industrial and Economic Development Patterns and Processes Students will study the origins and influences of industrialization along with the role industrialization plays in economic development</p> <p>* Unit 7: Cities and Urban Land-Use Patterns and Processes Students will explore the origins and influences of urbanization, examining cities across the world and the role of those cities in globalization</p>	<p>To develop an understanding of the historical, geographical, political, economic and cultural contexts that together create the modern world. This understanding is obtained through an examination of the 10th grade California State Historical Social Science Framework from the 19th century to the present. These standards focus on the major turning points and dynamics that shaped global history from the mid eighteenth century to the modern era. In this course we will work to build Common Core Social Studies Skills including: Summarizing, Use of Evidence, Analysis, Claim, Reasoning, and Source Analysis.</p> <p>Sem 1 Units: 1. The Industrial Revolution 2. New Imperialism 3. WWI 4. Totalitarianism</p> <p>Sem 2 Units: 1. The Holocaust/ WWII 2. The Cold War 3. The impact of post colonialism and the new global economy. 4. We will cover the regions including Latin America, Asia, Africa, Europe and the Middle East.</p>
Number of Students		237	281	263	276
Number of Sections		7	10	9	13
Ethnic BreakDown		Asian: 142 White: 65 Latino: 20 Black/African American: 7 Pacific Islander: 2 American Indian: 1	Asian: 121 White: 125 Latino: 30 Black/African American: 0 Pacific Islander: 3 American Indian: 2	Asian: 101 White: 91 Latino: 67 Black/African American: 3 Pacific Islander: 0 American Indian: 1	Asian: 123 White: 89 Latino: 53 Black/African American: 8 Pacific Islander: 3 American Indian: 0

Category	CA State Standards: World History, Culture, and Geography	AP World History	AP European History	AP Human Geography	World Studies										
Asian		<table border="1"> <tr><th>Course</th><th>Percentage</th></tr> <tr><td>AP World History</td><td>29.2%</td></tr> <tr><td>AP European History</td><td>24.8%</td></tr> <tr><td>AP Human Geography</td><td>20.7%</td></tr> <tr><td>World Studies</td><td>25.3%</td></tr> </table>	Course	Percentage	AP World History	29.2%	AP European History	24.8%	AP Human Geography	20.7%	World Studies	25.3%			
Course	Percentage														
AP World History	29.2%														
AP European History	24.8%														
AP Human Geography	20.7%														
World Studies	25.3%														
White		<table border="1"> <tr><th>Course</th><th>Percentage</th></tr> <tr><td>AP World History</td><td>17.6%</td></tr> <tr><td>AP European History</td><td>33.8%</td></tr> <tr><td>AP Human Geography</td><td>24.6%</td></tr> <tr><td>World Studies</td><td>24.1%</td></tr> </table>	Course	Percentage	AP World History	17.6%	AP European History	33.8%	AP Human Geography	24.6%	World Studies	24.1%			
Course	Percentage														
AP World History	17.6%														
AP European History	33.8%														
AP Human Geography	24.6%														
World Studies	24.1%														
Latino		<table border="1"> <tr><th>Course</th><th>Percentage</th></tr> <tr><td>AP World History</td><td>11.8%</td></tr> <tr><td>AP European History</td><td>17.6%</td></tr> <tr><td>AP Human Geography</td><td>39.4%</td></tr> <tr><td>World Studies</td><td>31.2%</td></tr> </table>	Course	Percentage	AP World History	11.8%	AP European History	17.6%	AP Human Geography	39.4%	World Studies	31.2%			
Course	Percentage														
AP World History	11.8%														
AP European History	17.6%														
AP Human Geography	39.4%														
World Studies	31.2%														