

Unit I: Technological and Environmental Transformations, to c. 600 BCE

By the end of this unit, you will understand the following Key Concepts:

1.1 Big Geography and the Peopling of the Earth

- A. Archaeological evidence indicates that during the Paleolithic era, hunting-foraging bands of humans gradually migrated from their origin in East Africa to Eurasia, Australia, and the Americas, adapting their technology and cultures to new climate regions.

1.2 The Neolithic Revolution and Early Agricultural Societies

- A. Beginning about 10,000 years ago, the Neolithic Revolution led to the development of new and more complex economic and social systems.
- B. Agriculture and pastoralism began to transform human societies.

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

- A. Core and foundational civilizations developed in a variety of geographical and environmental settings where agriculture flourished.
- B. The first states emerged within core civilizations.
- C. Culture played a significant role in unifying states through laws, language, literature, religion, myths, and monumental art.

Unit II: Organization and Reorganization of Human Societies, c. 600 BCE to c. 600 CE

By the end of this unit, you will understand the following Key Concepts:

2.1 The Development and Codification of Religious and Cultural Traditions

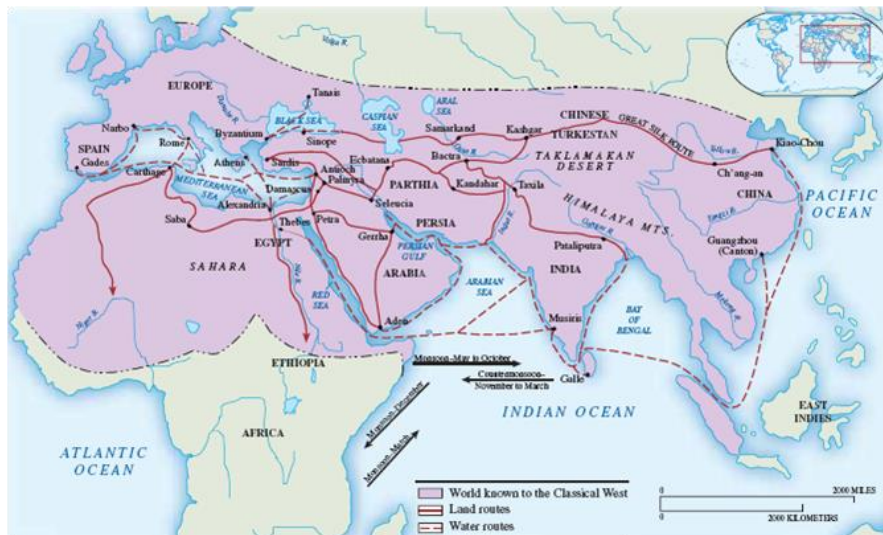
- A. Codifications and further developments of existing religious traditions provided a bond among the people and an ethical code to live by.
- B. New belief systems and cultural traditions emerged and spread, often asserting universal truths.
- C. Belief systems affected gender roles. Buddhism and Christianity encouraged monastic life and Confucianism emphasized filial piety.
- D. Other religious and cultural traditions continued parallel to the codified, written belief systems in core civilizations.
- E. Artistic expressions, including literature and drama, architecture and sculpture, show distinctive cultural developments.

2.2 The Development of States and Empires

- A. The number and size of key states and empires grew dramatically by imposing political unity on areas where previously there had been competing states.
- B. Empires and states developed new techniques of imperial administration based, in part, on the success of earlier political forms.
- C. Unique social and economic dimensions developed in imperial societies in Afro-Eurasia and the Americas.
- D. The Roman, Han, Persian, Mauryan, and Gupta empires created political, cultural, and administrative difficulties that they could not manage, which eventually led to their decline, collapse, and transformation into successor empires or states.

2.3 Emergence of Transregional Networks of Communication and Exchange

- A. Land and water routes became the basis for transregional trade, communication, and exchange networks in the Eastern Hemisphere.
- B. New technologies facilitated long-distance communication and exchange.
- C. Alongside the trade in goods, the exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed across far-flung networks of communication and exchange.



DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Aug. 23/24	Aug. 27/28	Aug. 29/30	Aug 30 and Sept 04	Sept. 05/06
Topic	Topic	Topic	Topic	Topic
Introduction to AP World History	Note-taking from the Textbook	Geography, World Regions, and World Religions	Neolithic Revolution/River Valley Civilizations	Neolithic Revolution/River Valley Civilizations
Classroom Activities	Classroom Activities	Classroom Activities	Classroom Activities	Classroom Activities
<ol style="list-style-type: none"> 1. Administrivia 2. Letter from Last Year's Students 	<ol style="list-style-type: none"> 1. Introduction into Reading and Outlining 2. Textbook Distribution 	<ol style="list-style-type: none"> 1. Syllabus, World Religions, and Diamond Article Quiz 2. AP World Regions and Geography 	<ol style="list-style-type: none"> 1. Lecture: Neolithic through River Valley Civilizations 	<ol style="list-style-type: none"> 1. Complete Lecture: Neolithic through River Valley Civilizations 2. HIPP Activity: Hammurabi's Code
Homework	Homework	Homework	Homework	Homework
<ol style="list-style-type: none"> 1. Read Diamond Article (due Aug . 29/30) 2. View and Study the PowerPoint Entitled "Development and Effects of Religion During the Classical Era" Located on Google Classroom and MY Website (due– Aug. 29/30) 3. Read the Course Description WITH Your Parents and Sign It (due Sept 5/6) 4. Read Chapters 1 through 5 (pages 0 – 153) and Answer Guiding Questions in Google Classroom (due 8am on Sept. 13/14) 5. Study for the Units I and II Exam (on Sept. 19/20) 	<ol style="list-style-type: none"> 1. Read Diamond Article (due NEXT CLASS Aug . 29/30) 2. View and Study the PowerPoint Entitled "Development and Effects of Religion During the Classical Era" Located on Google Classroom and MY Website (due– NEXT CLASS Aug. 29/30) 3. Read the Course Description WITH Your Parents and Sign It (due Sept 5/6) 4. Read Chapters 1 through 5 (pages 0 – 153) and Answer Guiding Questions in Google Classroom (due 8am on Sept. 13/14) 5. Study for the Units I and II Exam (on Sept. 19/20) 	<ol style="list-style-type: none"> 1. Read the Course Description WITH Your Parents and Sign It (due Sept 5/6) 2. Read Chapters 1 through 5 (pages 0 – 153) and Answer Guiding Questions in Google Classroom (due 8am on Sept. 13/14) 3. Study for the Units I and II Exam (on Sept. 19/20) 	<ol style="list-style-type: none"> 1. Read the Course Description WITH Your Parents and Sign It (due NEXT CLASS Sept 5/6) 2. Read Chapters 1 through 5 (pages 0 – 153) and Answer Guiding Questions in Google Classroom (due 8am on Sept. 13/14) 3. Study for the Units I and II Exam (on Sept. 19/20) 	<ol style="list-style-type: none"> 1. Read Chapters 1 through 5 (pages 0 – 153) and Answer Guiding Questions in Google Classroom (due 8am on Sept. 13/14) 2. Study for the Units I and II Exam (on Sept. 19/20)

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Sept. 07 and 10	Sept. 11/12	Sept 13/14	Sept 17/18	Sept 19/20
Topic	Topic	Topic	Topic	Topic
Historical Thinking Skill Practice	Nomads/Transregional Trading Systems	From the Neolithic Revolution to the Classical Civilizations	From the Neolithic Revolution to the Classical Civilizations / Exam Review	Units I and II Exam - Multiple Choice and SAQ
Classroom Activities	Classroom Activities	Classroom Activities	Classroom Activities	Classroom Activities
<ol style="list-style-type: none"> 1. Introduction to the Short Answer Question (SAQ) 2. SAQ Response Activity – Complete at home if necessary 	<ol style="list-style-type: none"> 1. Go over SAQ Response Activity. 2. Lecture: How Do Ideas Spread? Nomads, Migrations, and Trade 	<ol style="list-style-type: none"> 1. Finish Nomads Lecture. 2. Guided Reading Questions Quiz 3. Begin Small Group Discussions on Empires 	<ol style="list-style-type: none"> 1. Continue Small Group Discussions on Empires 2. Review for Exam (if time allows) 	<ol style="list-style-type: none"> 1. Units I and II Multiple Choice and SAQ Exam
Homework	Homework	Homework	Homework	Homework
<ol style="list-style-type: none"> 1. Read Chapters 1 through 5 (pages 0 – 153) and Answer Guiding Questions in Google Classroom (due 8am on Sept. 13/14) 2. Study for the Units I and II Exam (on Sept. 19/20) 	<ol style="list-style-type: none"> 1. Read Chapters 1 through 5 (pages 0 – 153) and Answer Guiding Questions in Google Classroom (due NEXT CLASS by 8am on Sept. 13/14) 2. Study for the Units I and II Exam (on Sept. 19/20) 	<ol style="list-style-type: none"> 1. Study for the Units I and II Exam (on Sept. 19/20) 	<ol style="list-style-type: none"> 1. Study for the Units I and II Exam (NEXT CLASS Sept. 19/20) 	<ol style="list-style-type: none"> 1. Read Revival in the East: Byzantines, Persians, and Arabs Handout (due Sept. 25/26) 2. Read Chapter 7 and take in-class computer quiz (due Sept. 27/28) 3. Read AMSCO Chapters 9 and 11 on VISION or Google Classroom and be prepared for an in-class quiz (due Oct. 05/09) 4. Complete Ibn Battuta Project (due Oct. 18 by 4pm for ALL students)

