**A.P. World History Course Themes**

***Theme 1: Humans and the Environment*** - The environment shapes human societies, and as population grow and change, these populations in turn shape their environments.

***Theme 2: Cultural Developments and Interactions*** – The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social and cultural impacts.

***Theme 3: Governance*** – 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*** – As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

***Theme 5: Social Interactions and Organization*** – The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

***Theme 6: Technology and Innovation*** – Human adaption 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.

**A.P. Historical Thinking Skills**

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

1. Identify a historical concept, development or process.
2. Explain a historical concept, development or process.

***Skill 2: Sourcing and Situation*** – Analyze sourcing and situation of primary and secondary sources.

1. Identify a source’s point of view, purpose, historical situation , and/or audience.
2. Explain the point of view, purpose, historical situation, and/or audience of a source.
3. Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) off a source.

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

1. Identify and describe a claim and/or argument in a text- or non-text-based source.
2. Identify the evidence used in a source to support an argument.
3. Compare the arguments or main ideas of two sources.
4. 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.

1. Identify and describe a historical context for a specific historical development or process.
2. 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.

1. Identify patterns among or connections between historical developments and processes.
2. Explain how a specific historical development or process relates to another historical development or process.

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

1. Make a historically defensible claim.
2. Support an argument using specific and relevant evidence.
   1. Describe specific examples of historically relevant evidence.
   2. Explain how specific examples of historically relevant evidence support an argument.
3. Use historical reasoning to explain relationships among pieces of historical evidence.
4. Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument.
   1. Explain nuance of an issue by analyzing multiple variables
   2. Explain relevant and insightful connections within and across time periods
   3. Explain the relative historical significance of a source’s credibility and limitations.
   4. Explain how or why a historical claim or argument is or is not effective.