



Santa Rosa City Schools Course Proposal: AP World History

Proposal Submitted By: Chad Rodgers

Needs Statement: Discuss how this course fits into your Site and/or the District's goals. Attach minutes of meetings where this course was approved at site or district leadership meetings.

Offering AP World History will help Santa Rosa City Schools fulfill its commitment to our LCAP Goal in Professional Learning to "support our student's academic growth [...] to support our students abilities to excel on and off campus." The course will offer more Sophomores opportunities to challenge themselves academically and learn meaningful skills. Participation in AP programs helps students excel in their classes, and in their continuing education and careers. Transitioning from AP European History to AP World History will give SRCS students access to more culturally relevant content while creating a more inclusive environment that will encourage more student participation in AP courses.

<https://www.srcschools.org/departments/educational-services/lcap>

Additionally, this course will help support our site WASC Goal #5: Cultivate learning opportunities that integrate and promote diverse perspectives and experiences that are relevant and reflect our students' backgrounds in order to create a more inclusive learning community that focuses on student engagement, enhances awareness of cultural identity and fosters a sense of belonging among all learners. By offering AP World History as an alternative to AP European History, students will be offered access to a wider variety of diverse perspectives in history which will be more relevant to the diversity of our student body.

Graduation Requirements: Specify which requirement is met. (High School only)

World History

UC a-g Requirements: Specify which requirement is met. (High School only)

World History

Explain the rationale for course addition or modification. How does this fit in with district/site goals. If this course is replacing a current course, which course is it replacing and why? Will this course require new sections? Be explicit.

Currently, Santa Rosa City Schools only offers AP European History as the AP option for the World History graduation requirement, and student enrollment in

this course has declined significantly in recent years at Piner high School. SRCS students might be more willing to take an AP level history option Sophomore year if the district transitioned from AP European History to AP World History, which has been an expressed desire of Piner students, or even offered both. 2020 data from the College Board shows that from 22,152 schools nationwide, 94,312 students chose to take the AP European History exam. The same College Board data set shows that more than three times the number of students who took the AP Euro exam took the AP World History exam, demonstrating a clear preference by students nationwide for AP World History over AP Euro. The course will not require new sections.

<https://secure-media.collegeboard.org/digitalServices/pdf/research/2020/Student-Score-Distributions-2020.pdf>

Explain the measurable learning outcomes

1. **Historical Knowledge:** Students should demonstrate a comprehensive understanding of major developments, events, and trends in world history from approximately 1200 CE to the present.
2. **Historical Analysis:** Students should be able to analyze primary and secondary sources critically, evaluate historical arguments, and interpret historical evidence to construct reasoned and well-supported arguments.
3. **Historical Contextualization:** Students should demonstrate an ability to contextualize historical events, developments, and processes within their broader historical, geographical, and cultural contexts.
4. **Chronological Reasoning:** Students should develop a sense of chronology and periodization, understanding the sequencing of events and the significance of chronological order in historical analysis.
5. **Comparative Analysis:** Students should be able to compare and contrast different societies, cultures, and historical developments across time and space, identifying similarities, differences, and patterns of change and continuity.
6. **Causal Reasoning:** Students should be able to identify and analyze causes and consequences of historical events and processes, understanding the complex interactions between social, economic, political, and cultural factors.
7. **Synthesis and Interpretation:** Students should be able to synthesize information from multiple sources, perspectives, and historical narratives to develop nuanced interpretations of historical events and developments.
8. **Historical Argumentation:** Students should be able to construct well-reasoned and evidence-based arguments, supporting their claims with relevant historical evidence and effectively communicating their ideas in writing and orally.
9. **Historical Themes and Concepts:** Students should demonstrate an understanding of key themes, concepts, and theories in world history,

including but not limited to globalization, imperialism, revolution, migration, trade, religion, and cultural exchange.

10. Historical Empathy: Students should develop an appreciation for the diverse experiences and perspectives of people in the past, demonstrating empathy and sensitivity towards different historical actors and groups.

Course Description (To be used in the course catalog)

AP World History: Modern is an introductory college-level modern world history course. Students will cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Successful completion of the course satisfies the core social studies world history requirement for graduation.

<https://apcentral.collegeboard.org/media/pdf/ap-world-history-modern-course-and-exam-description.pdf>

Detailed Course Design

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

Course Syllabus:

<https://apcentral.collegeboard.org/media/pdf/ap-world-history-modern-syllabus-1.pdf>

Daily Assignments:

Throughout each unit, Topic Questions will be provided to help students check their understanding. The Topic Questions are especially useful for confirming understanding of difficult or foundational topics before moving on to new content or skills that build upon prior topics. Topic Questions can be assigned before, during, or after a lesson, and as in-class work or homework. Students will get rationales for each Topic Question that will help them understand why an answer is correct or incorrect, and their results will reveal misunderstandings to help them target the content and skills needed for additional practice.

Example:

<https://docs.google.com/document/d/177GtRawsVQwUaf0AFPOzH4Bvix6z0Tp8/edit>

Key Assignments:

At the end of each unit or at key points within a unit, Personal Progress Checks will be provided in class or as homework assignments in AP Classroom. Students will get a personal report with feedback on every topic, skill, and question that they can

use to chart their progress, and their results will come with rationales that explain every question's answer. One to two class periods are set aside to re-teach skills based on the results of the Personal Progress Checks.

Example DBQ:

<https://docs.google.com/document/d/1DSD7WZGcO9OvLlBtXwieHlyQfHb3MXxl/edit>

Budget- budget figures must be included even if they are an estimate.

Projected Costs	Start-up	Ongoing
Personnel (Not to include classroom instructor unless a new section is needed)	\$0.00	\$0.00
Instructional Material Supplies per student (textbooks, software, etc.)	\$140.51 x 35	\$0.00
Services (training, equipment maintenance, contracts, etc.)	\$0.00 AP World History Modern training for teachers can be done through each specific site council.	\$0.00
Capital Outlay (remodeling, technology, etc.)	\$0.00	\$0.00
Total Projected Costs	\$4,917.85 Costs are for textbooks at one site only.	\$0.00

Instructional Materials- must include estimate for new materials even if none have been selected. Place in chart above.

Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need
Textbook	Cengage Learning	The Earth and Its peoples: A Global History. 7th edition	978-1337401470	Bulliet, Richard W., Pamela Kyle Crossley, Daniel R. Headrick, Steven W. Hirsch, Lyman L. Johnson, and David Northup	2018	0/35

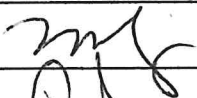
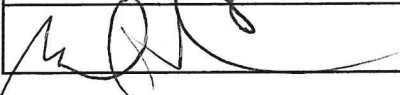
Funding Source(s) for Costs and Instructional Materials



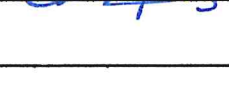
Grants (indicate specific grant and grant timeline)	
Categorical Funds (include related programs)	
Career Technical Education (must be for an approved CTE course)	
Department Funds	
Other (be specific)	

Appendix of Additional Documents

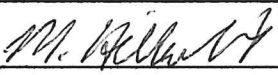




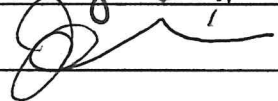
<p><u>* Required additional documents include meeting minutes where the course was discussed and approved</u></p>
<p>Friday, August 30, 3:45pm Attendees: Chad Rodgers (teacher), Sean Sutherland (Department Chair), Ryan Thompson (Vice Principal)</p> <ul style="list-style-type: none"> • Topic of discussion: proposal to present the school board with a petition to adopt AP World History into the district approved course catalog. • Discussed proposing the course at the next steering committee meeting for input from other high schools in the district. • Discussed the transition to district-wide proposals, not site process, so the November Board meeting will be the deadline, not the second Friday in September. • Discussed identifying that the costs are for only one site's textbooks. • Discussed the revision of the rationale to be more district focused rather than site specific as originally written. • Discussed the inclusion of a course syllabus for the daily assignments. • Discussed including links and printed versions for syllabi, etc. • Discussed printing minutes from steering committee, emails to other schools, etc. • Discussed including training finance: site based training can be supported through site council.

District Principal Review and Approvals:

Principal's Signatures	Site	Approved / Not Approved
	SRHS	Approved
	EAHS	approved

Andrea Gonzalez 	PHS	Approved
April Santos 	MHS	APPROVED
Amy Wier 	MCHS	Approved

District Department Chair Review and Approvals:

Department Chair Signatures	Site	Approved / Not Approved
Matt Hillestad 	MHS	Approved
Sean Sutherland 	PHS	Approved
M:we Charriot 	EAHS	Approved
Jordan Lewis 	RHS	APPROVED
Ashley Bell 	SRHS	Approved
	MCHS	Approved

