# Pre-AP World History and Geography Instructional Planning Guide

This planning guide is designed to help you create a roadmap of the key instructional activities and assessments you will use to design your course in alignment with the Pre-AP course framework and instructional principles. Please view this document as a template you can adapt and refine as you implement the Pre-AP model lessons and assessments in concert with your own resources. You are encouraged to customize it by incorporating your own resources that further support student learning based on your individual students’ needs, and your school, district, and state requirements.

**Using and Customizing the Instructional Planning Guide:**

* This template is organized by the core units of the Pre-AP course. You can customize the *Date(s)* column with single dates, date ranges, weeks, or other time measurements that make sense for your setting.
* Some useful planning documents include your Pre-AP teacher resources and standards crosswalk (where available). Detailed planning information is captured in the course map and unit overviews found in your teacher resources.
* This template has room to include the Pre-AP performance assessments and learning checkpoints, as well as any Pre-AP model lessons and additional materials you plan to use.
* Consider using this tool to plan collaboratively with your peers.
* When planning additional lessons, consider how they support the Pre-AP course framework, areas of focus, and shared principles. These three elements represent the key ingredients of aligning to Pre-AP.
* Take time to capture your reflections as you move through the course.

## Geography and World Regions

| **Planned Date(s)** | **Actual Date(s)** | **Key Concepts** | **Materials/Resources/Tasks**  *Source Explorations, Additional Lessons, Primary Sources, Secondary Sources, Textbooks, Performance Tasks, Assessments* | **Framework Connections & State Standards** | **Reflections on  Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
|  |  | Principles of Geography  G.1 |  | **LO G.1**  EK |  |
|  |  | Regionalization  G.2 |  | **LO G.2**  EK |  |
|  |  | Spatial Reorganization  G.3 |  | **LO G.3**  EK |  |
|  |  | G.1–G.3 | **Learning Checkpoint 1** |  |  |
|  |  | Human Adaptation to the Physical Environment  G.4 |  | **LO G.4**  EK |  |
|  |  | Comparison of World Regions  G.5 |  | **LO G.5**  EK |  |
|  |  | G.1–G.5 | **Learning Checkpoint 2** |  |  |
|  |  | G.1–G.5 | **Performance Task**  To what extent do North Africa and sub-Saharan Africa have different regional characteristics? |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## The Ancient Period, to c. 600 BCE

| **Planned Date(s)** | **Actual Date(s)** | **Key Concepts** | **Materials/Resources/Tasks**  *Source Explorations, Additional Lessons, Primary Sources, Secondary Sources, Textbooks, Performance Tasks, Assessments* | **Framework Connections & State Standards** | **Reflections on  Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
|  |  | Human Adaptation and Migration in the Paleolithic World  1.1 |  | **LO 1.1**  EK |  |
|  |  | Causes and Effects of Neolithic Revolution  1.2 |  | **LO 1.2**  EK |  |
|  |  | Origins of Complex Urban Societies in the Ancient World  1.3 |  | **LO 1.3**  EK |  |
|  |  | Pastoralism in Afro–Eurasia  1.4 |  | **LO 1.4**  EK |  |
|  |  | 1.1–1.4 | **Learning Checkpoint 1** |  |  |
|  |  | State Formation in Ancient Afro–Eurasia  1.5 |  | **LO 1.5**  EK |  |
|  |  | Development of Ancient Afro–Eurasian Religions  1.6 |  | **LO 1.6**  EK |  |
|  |  | Development of Ancient Afro–Eurasian Societies  1.7 |  | **LO 1.7**  EK |  |
|  |  | 1.1–1.7 | **Learning Checkpoint 2** |  |  |
|  |  | 1.1–1.7 | **Performance Task**  Explain how the development of ancient civilizations resulted in different types of social hierarchies. |  |  |

[add or remove rows as needed]

### Reflections

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What needs modification or differentiation next time?

## The Classical Period, c. 600 BCE to c. 600 CE

| **Planned Date(s)** | **Actual Date(s)** | **Key Concepts** | **Materials/Resources/Tasks**  *Source Explorations, Additional Lessons, Primary Sources, Secondary Sources, Textbooks, Performance Tasks, Assessments* | **Framework Connections & State Standards** | **Reflections on  Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
|  |  | Classical Empires in East Asia  2.1 |  | **LO 2.1**  EK |  |
|  |  | South Asian States and Dharmic Religions  2.2 |  | **LO 2.2**  EK |  |
|  |  | Greek and Hellenistic States in the Classical Mediterranean  2.3 |  | **LO 2.3**  EK |  |
|  |  | The Classical Roman Mediterranean  2.4 |  | **LO 2.4**  EK |  |
|  |  | 2.1–2.4 | **Learning Checkpoint 1** |  |  |
|  |  | Classical Societies in Afro-Eurasia  2.5 |  | **LO 2.5**  EK |  |
|  |  | Trade Networks and Cultural Encounters in the Classical World  2.6 |  | **LO 2.6**  EK |  |
|  |  | The End of Classical Empires and its Consequences in Afro-Eurasia  2.7 |  | **LO 2.7**  EK |  |
|  |  | 2.1–2.7 | **Learning Checkpoint 2** |  |  |
|  |  | 2.1–2.7 | **Performance Task**  To what extent was the development of Classical trade networks across the Mediterranean Sea similar to the development of the Classical Silk Roads? |  |  |

[add or remove rows as needed]

### Reflections

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## The Postclassical Period, c. 600 to c. 1450

| **Planned Date(s)** | **Actual Date(s)** | **Key Concepts** | **Materials/Resources/Tasks**  *Source Explorations, Additional Lessons, Primary Sources, Secondary Sources, Textbooks, Performance Tasks, Assessments* | **Framework Connections & State Standards** | **Reflections on  Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
|  |  | Early Islamic States  3.1 |  | **LO 3.1**  EK |  |
|  |  | Postclassical States: Byzantine Empire and European Kingdoms  3.2 |  | **LO 3.2**  EK |  |
|  |  | Postclassical States in East Asia  3.3 |  | **LO 3.3**  EK |  |
|  |  | The Mongols and the Revitalization of the Silk Roads  3.4 |  | **LO 3.4**  EK |  |
|  |  | 3.1–3.4 | **Learning Checkpoint 1** |  |  |
|  |  | Trans-Saharan Trade and the Spread of Islam in Sub-Saharan Africa  3.5 |  | **LO 3.5**  EK |  |
|  |  | Long-Distance Trade and Diffusion in the Indian Ocean Basin  3.6 |  | **LO 3.6**  EK |  |
|  |  | Postclassical Americas  3.7 |  | **LO 3.7**  EK |  |
|  |  | 3.1–3.7 | **Learning Checkpoint 2** |  |  |
|  |  | 3.1–3.7 | **Performance Task**  To what extent did the political characteristics of Islamic states change during the postclassical period? |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

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How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## The Early Modern Period, c. 1450 to c. 1750

| **Planned Date(s)** | **Actual Date(s)** | **Key Concepts** | **Materials/Resources/Tasks**  *Source Explorations, Additional Lessons, Primary Sources, Secondary Sources, Textbooks, Performance Tasks, Assessments* | **Framework Connections & State Standards** | **Reflections on  Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
|  |  | Causes and Consequences of Iberian Maritime Exploration and Colonialism  4.1 |  | **LO 4.1**  EK |  |
|  |  | Columbian Exchange and Atlantic Slavery  4.2 |  | **LO 4.2**  EK |  |
|  |  | The Origins and Impact of the Western European Empires in the North Atlantic  4.3 |  | **LO 4.3**  EK |  |
|  |  | Early Modern Islamic Caliphates  4.4 |  | **LO 4.4**  EK |  |
|  |  | 4.1–4.4 | **Learning Checkpoint 1** |  |  |
|  |  | Land-Based Empires: Early Modern China and Russia  4.5 |  | **LO 4.5**  EK |  |
|  |  | Early Modern Religion  4.6 |  | **LO 4.6**  EK |  |
|  |  | Early Modern Western Society and Culture  4.7 |  | **LO 4.7**  EK |  |
|  |  | 4.1–4.7 | **Learning Checkpoint 2** |  |  |
|  |  | 4.1–4.7 | **Performance Task**  Compare how maritime and land-based empires built and maintained power during the Early Modern Period. |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

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How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## The Modern Period, c. 1750 to c. 1914

| **Planned Date(s)** | **Actual Date(s)** | **Key Concepts** | **Materials/Resources/Tasks**  *Source Explorations, Additional Lessons, Primary Sources, Secondary Sources, Textbooks, Performance Tasks, Assessments* | **Framework Connections & State Standards** | **Reflections on  Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
|  |  | Causes of the Atlantic Revolutions  5.1 |  | **LO 5.1**  EK |  |
|  |  | Effects of the Atlantic Revolutions  5.2 |  | **LO 5.2**  EK |  |
|  |  | The First Industrial Revolution  5.3 |  | **LO 5.3**  EK |  |
|  |  | The Second Industrial Revolution  5.4 |  | **LO 5.4**  EK |  |
|  |  | 5.1–5.4 | **Learning Checkpoint 1** |  |  |
|  |  | Imperial Expansion in the Late 19th Century  5.5 |  | **LO 5.5**  EK |  |
|  |  | Reactions to Imperialism  5.6 |  | **LO 5.6**  EK |  |
|  |  | Consequences of Industrialization  5.7 |  | **LO 5.7**  EK |  |
|  |  | 5.1–5.7 | **Learning Checkpoint 2** |  |  |
|  |  | 5.1–5.7 | **Performance Task**  To what extent was the modern period (1750 to 1914) a period of economic change? |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## The Contemporary Period, c. 1914 to the Present

| **Planned Date(s)** | **Actual Date(s)** | **Key Concepts** | **Materials/Resources/Tasks**  *Source Explorations, Additional Lessons, Primary Sources, Secondary Sources, Textbooks, Performance Tasks, Assessments* | **Framework Connections & State Standards** | **Reflections on  Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
|  |  | Origins and Outcomes of World War I in Global Context  6.1 |  | **LO 6.1**  EK |  |
|  |  | A New Age of Revolutions: Mexico, Russia, China  6.2 |  | **LO 6.2**  EK |  |
|  |  | The Global Economy and the State Between the Wars  6.3 |  | **LO 6.3**  EK |  |
|  |  | World War II and the Origins of the Cold War  6.4 |  | **LO 6.4**  EK |  |
|  |  | 6.1–6.4 | **Learning Checkpoint 1** |  |  |
|  |  | A Global Cold War  6.5 |  | **LO 6.5**  EK |  |
|  |  | Foundations of Contemporary Globalization  6.6 |  | **LO 6.6**  EK |  |
|  |  | The Impact of Contemporary Globalization  6.7 |  | **LO 6.7**  EK |  |
|  |  | 6.1–6.7 | **Learning Checkpoint 2** |  |  |
|  |  | 6.1–6.7 | **Performance Task**  Analyze the political effects of nationalism in the 20th century. |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?