# 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 GeographyG.1 |  | **LO G.1**EK |  |
|  |  | RegionalizationG.2 |  | **LO G.2**EK |  |
|  |  | Spatial ReorganizationG.3 |  | **LO G.3**EK |  |
|  |  | G.1–G.3 | **Learning Checkpoint 1** |  |  |
|  |  | Human Adaptation to the Physical EnvironmentG.4 |  | **LO G.4**EK |  |
|  |  | Comparison of World RegionsG.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 World1.1 |  | **LO 1.1**EK |  |
|  |  | Causes and Effects of Neolithic Revolution1.2 |  | **LO 1.2**EK |  |
|  |  | Origins of Complex Urban Societies in the Ancient World1.3 |  | **LO 1.3**EK |  |
|  |  | Pastoralism in Afro–Eurasia1.4 |  | **LO 1.4**EK |  |
|  |  | 1.1–1.4 | **Learning Checkpoint 1** |  |  |
|  |  | State Formation in Ancient Afro–Eurasia1.5 |  | **LO 1.5**EK |  |
|  |  | Development of Ancient Afro–Eurasian Religions1.6 |  | **LO 1.6**EK |  |
|  |  | Development of Ancient Afro–Eurasian Societies1.7 |  | **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

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 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 Asia2.1 |  | **LO 2.1**EK |  |
|  |  | South Asian States and Dharmic Religions2.2 |  | **LO 2.2**EK |  |
|  |  | Greek and Hellenistic States in the Classical Mediterranean2.3 |  | **LO 2.3**EK |  |
|  |  | The Classical Roman Mediterranean2.4 |  | **LO 2.4**EK |  |
|  |  | 2.1–2.4 | **Learning Checkpoint 1** |  |  |
|  |  | Classical Societies in Afro-Eurasia2.5 |  | **LO 2.5**EK |  |
|  |  | Trade Networks and Cultural Encounters in the Classical World2.6 |  | **LO 2.6**EK |  |
|  |  | The End of Classical Empires and its Consequences in Afro-Eurasia2.7 |  | **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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What needs modification or differentiation next time?

## 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 States3.1 |  | **LO 3.1**EK |  |
|  |  | Postclassical States: Byzantine Empire and European Kingdoms3.2 |  | **LO 3.2**EK |  |
|  |  | Postclassical States in East Asia3.3 |  | **LO 3.3**EK |  |
|  |  | The Mongols and the Revitalization of the Silk Roads3.4 |  | **LO 3.4**EK |  |
|  |  | 3.1–3.4 | **Learning Checkpoint 1** |  |  |
|  |  | Trans-Saharan Trade and the Spread of Islam in Sub-Saharan Africa3.5 |  | **LO 3.5**EK |  |
|  |  | Long-Distance Trade and Diffusion in the Indian Ocean Basin3.6 |  | **LO 3.6**EK |  |
|  |  | Postclassical Americas3.7 |  | **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?

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 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 Colonialism4.1 |  | **LO 4.1**EK |  |
|  |  | Columbian Exchange and Atlantic Slavery4.2 |  | **LO 4.2**EK |  |
|  |  | The Origins and Impact of the Western European Empires in the North Atlantic4.3 |  | **LO 4.3**EK |  |
|  |  | Early Modern Islamic Caliphates4.4 |  | **LO 4.4**EK |  |
|  |  | 4.1–4.4 | **Learning Checkpoint 1** |  |  |
|  |  | Land-Based Empires: Early Modern China and Russia4.5 |  | **LO 4.5**EK |  |
|  |  | Early Modern Religion4.6 |  | **LO 4.6**EK |  |
|  |  | Early Modern Western Society and Culture4.7 |  | **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?

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 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 Revolutions5.1 |  | **LO 5.1**EK |  |
|  |  | Effects of the Atlantic Revolutions5.2 |  | **LO 5.2**EK |  |
|  |  | The First Industrial Revolution5.3 |  | **LO 5.3**EK |  |
|  |  | The Second Industrial Revolution5.4 |  | **LO 5.4**EK |  |
|  |  | 5.1–5.4 | **Learning Checkpoint 1** |  |  |
|  |  | Imperial Expansion in the Late 19th Century5.5 |  | **LO 5.5**EK |  |
|  |  | Reactions to Imperialism5.6 |  | **LO 5.6**EK |  |
|  |  | Consequences of Industrialization5.7 |  | **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

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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 Context6.1 |  | **LO 6.1**EK |  |
|  |  | A New Age of Revolutions: Mexico, Russia, China6.2 |  | **LO 6.2**EK |  |
|  |  | The Global Economy and the State Between the Wars6.3 |  | **LO 6.3**EK |  |
|  |  | World War II and the Origins of the Cold War6.4 |  | **LO 6.4**EK |  |
|  |  | 6.1–6.4 | **Learning Checkpoint 1** |  |  |
|  |  | A Global Cold War6.5 |  | **LO 6.5**EK |  |
|  |  | Foundations of Contemporary Globalization6.6 |  | **LO 6.6**EK |  |
|  |  | The Impact of Contemporary Globalization6.7 |  | **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?