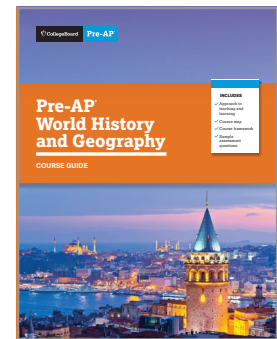




# Pre-AP World History and Geography and Michigan Content Expectations for High School World History and Geography: Alignment Summary

Pre-AP courses focus deeply on a limited number of concepts and skills with the broadest relevance for high school coursework and college and career success. The course framework serves as the foundation of the course and defines these prioritized concepts and skills.

When teaching a Pre-AP course, teachers have purposeful time and space to bring their own voice and lessons into each unit to best meet the needs of their students and address the full range of state standards. This alignment summary demonstrates the deep connections between the Pre-AP World History and Geography Course Framework and the Michigan content expectations to support teachers and schools in their planning. Along with the corresponding standards crosswalk, teachers and schools can use this alignment summary when planning and preparing to implement Pre-AP World History and Geography.



## Alignment at a Glance: Very Strong


### MI Content Expectations




- World Historical and Geographical Inquiry and Literacy Practices
- Era 4: Expanding and Intensified Hemispheric Interactions
- Era 5: The Emergence of the First Global Age
- Era 6: An Age of Global Revolutions
- Era 7: Global Crisis and Achievement

### Discipline Highlights

- ✓ Overall, the alignment between the Pre-AP World History and Geography Course Framework and the MI Content Expectations for High School World History and Geography is very strong.
- ✓ Across the four historical eras, the majority of the MI standards are covered in full or in part by the Pre-AP World History and Geography Course Framework.
- ✓ The MI Content Expectations for High School World History and Geography and the Pre-AP course framework share the strongest alignment in inquiry and literacy practices, social studies process and skills standards, and four historical eras. Some of the standards for Era 4, spanning 300–1500 CE, are addressed by objectives in the Classical Period of the Pre-AP framework. The remaining eras are addressed by the Postclassical, Early Modern, Modern, and Contemporary periods. Pre-AP World History and Geography's Pathway 2 is most closely aligned to the time periods of the MI standards.

 = Very strong alignment

 = Partial alignment

Alignment between the Pre-AP World History and Geography Course Framework and the Michigan Content Expectations for High School World History and Geography is described as *very strong* or *partial*. A *very strong* alignment is one in which the majority of standards are fully addressed by the mapped Pre-AP Learning Objectives (LOs). A *partial* alignment is one in which the standards are partially addressed by the corresponding Pre-AP LOs. Partial alignment can occur when one framework includes greater specificity or extends beyond the scope of the other framework. Given the focused nature of the Pre-AP course framework, some partial alignments are to be expected.

# Alignment at a Glance: Partial

## MI Content Expectations



- Contemporary Global Issues

## Discipline Highlights



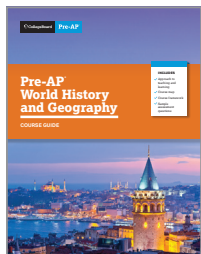
While the overall alignment between the MI Content Expectations and the Pre-AP World History and Geography Course Framework is very strong, there are a few areas of partial alignment due to the specificity of some of the MI standards. This is particularly true in more contemporary topics, where the Pre-AP course framework introduces conceptual framing rather than the detailed examples found in MI's standards.



Pre-AP has an intentionally narrow focus on a prioritized set of concepts, so not all aspects of the MI expectations are covered. For example, the MI expectations include a separate standard for genocide in the 20th century that asks students to differentiate genocide from other atrocities and explain its extent, causes, and consequences in the 20th century and to the present. The Pre-AP framework addresses the topic of genocide primarily through one learning objective that asks students to explain the causes and effects of World War II and one essential knowledge statement about the human tragedies of World War II.

## Summary

Beyond alignments to the course framework, it is also important for educators to turn to the Pre-AP shared principles and Pre-AP World History and Geography areas of focus to understand the full picture of alignment between Pre-AP World History and Geography and the Michigan standards. The shared principles and areas of focus represent the Pre-AP approach to teaching and learning, and these principles deeply address skill development and disciplinary practices that cannot be easily captured within a standards crosswalk. **In summary, there are ample opportunities for teachers to address the Michigan Content Expectations for High School World History and Geography with confidence throughout this course.**



Learn more about Pre-AP World History and Geography at [preap.org](https://preap.org).