

El Monte Union High School District Course Outline

Course Title: Pre-AP World History

Textbook(s): The Earth and Its Peoples

Copyright date/Edition: 3rd

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* _____ Bilingual* _____

AP** Honors**

Department:

CTE***:

Industry Sector: _____

Pathway: _____

(check one)

___ Intro ___ Intermediate ___ Capstone

Grade Level (s): 9

Semester Year X

Year of State Framework Adoption _____

This course meets graduation requirements:

- English
- Fine Arts
- Foreign Language
- Health & Safety
- Math
- Physical Education
- Science
- Social Science
- Elective

This course meets a-g requirements:

- "a" – Social Studies
- "b" – ELA
- "c" – Math
- "d" – Lab Science
- "e" – Language (not English)
- "f" – Vis/Perf Arts
- "g" – College prep elective

Department/Cluster Approval

Date

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Is this course an adaptation from another source?

No

Yes

If yes, please indicate the source of the original course:

*Instructional materials appropriate for English Language Learners are required.

**For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

***For CTE, attach the CTE course outline created in the online template (<http://ctecourse.scoe.net/>).

1. Prerequisite(s): None.

2. Short description of course which may also be used in the registration manual:

Pre-AP World History and Geography focuses deeply on the concepts and skills that have maximum value for college, career, and civic life. The course is built around three enduring ideas to create an engaging and relevant social studies course:

1. History is an interrelated story of the world.

The course explores the invisible structures and forces that shape and reflect the regions, communities, governments, economies, and cultures of humanity. These big ideas help students develop an organized and meaningful understanding of time and space.

2. History and geography are inherently dynamic.

As historians and geographers uncover new evidence, current assumptions are challenged and previous arguments and narratives gain complexity, nuance, and context. This course teaches students how to examine sources and data, establish inferences, and ultimately build and critique arguments.

3. Historians and geographers are investigators.

Learning in Pre-AP World History and Geography is designed to be a disciplinary apprenticeship where students participate in the process of discovery. Students will play the role of historian and geographer by practicing the detective skills and using the tools of each field of study.

3. Course content:
 Number of units: 4

Unit Title: Geography and World Regions

Content:

Key Concept	Learning Objective Students will be able to...	Essential Knowledge Students will know that...
Principles of Geography	Explain how geographers use maps and data to contextualize spatial relationships and examine the human organization of space.	<ul style="list-style-type: none"> ● Maps convey representations of space, place, and location through symbols, keys, scale, and other manner of representation. ● Maps reflect political and cultural contexts and prioritize, exclude, or distort information to serve a variety of purposes. ● Geographers examine human and environmental patterns across space and time by synthesizing empirical data and maps with other primary and secondary sources. ● Geographers use geospatial data, satellite technology, and geographic information systems, to organize, represent and re-examine human and environmental patterns across space and time.
Regionalization	Examine the purpose, characteristics, and limitations of regions.	<ul style="list-style-type: none"> ● Regions are created to cohesively organize space based upon the presence or absence of human or physical characteristics. ● The representations of regions reflect the contexts and circumstances in which they are made. ● Regions can vary in scale

		<p>from local to global, overlap other regions or be mutually exclusive with other regions.</p> <ul style="list-style-type: none"> ● Geographers continually debate and revise borders and structures of regions to establish coherent generalizations about space
Spatial Reorganization	Examine the causes and consequences of spatial reorganization.	<ul style="list-style-type: none"> ● Trade, cultural processes, and political developments influence and are shaped by spatial reorganization. ● Birth and mortality rates, which are influenced by cultural, economic, environmental, and political factors, shape spatial reorganization. ● Migrations have significant demographic impacts on both sending and receiving societies that, in turn, influence their economic, political, and cultural development. ● Demographic change and migration modify patterns of rural and urban settlement on local-to-global scales and influence political cohesion.
Human Adaptations to the Physical Environment	Identify the causes and effects of human adaptations to their physical environment.	<ul style="list-style-type: none"> ● Innovations in agricultural practices, food production, and manufacturing help humans adapt to their environment. ● Scarcity and surplus of natural resources can lead to human adaptations such as the initiation of trade and the creation of transportation networks. ● Humans modify physical landscapes and water systems for their use, which

		<p>affect ecology and biodiversity.</p> <ul style="list-style-type: none"> ● Human movement of plants, animals, and pathogens alter physical landscapes and biodiversity and influence economic activities.
Comparison of World Regions	Compare the physical, cultural, and political characteristics of key world regions.	<ul style="list-style-type: none"> ● Maps and geographic information systems can be used to compare and delineate multiple regions using physical characteristics of regions such as climate, topography, and resources. ● Maps and GIS aid the construction of regions by documenting patterns of spatial organization. ● Cultural characteristics such as language, religion, gender, and ethnicity further define regions beyond their physical characteristics. ● Economic activities and political characteristics such as organization of states and territories, structures of government, and rules for political participation shape the definition of regions.

Sample Assignment: AP Maps Assignments, Categorizing Information Assignment, SPICE

Culminating Project:

Unit quizzes: Each unit includes two short, online quizzes featuring multiple choice questions modeled closely after the types of questions students encounter on SAT and AP exams. Based on the Pre-AP World History and Geography course framework, digital unit quizzes ask students to read and interpret a range of brief primary and secondary sources and to respond to a targeted set of questions that measure both disciplinary skills (such as analyzing sources) and key concepts from the unit. All objective quizzes are machine-scored, with results provided through automatic score reports that contain explanations of all questions and answers and actionable feedback.

Performance tasks: Each unit includes one performance-based assessment. The performance tasks are source-analysis tasks and evidence-based questions that are modeled after AP document-based questions but with deliberate adaptations and scaffolds. The performance tasks are intended for ninth graders with a wide range of

readiness levels. Significant attention is placed on ensuring that the tasks are accessible and appropriate while still providing sufficient challenge and opportunity to practice the important synthesis skills that will be required in AP courses and in other high school, college, and civic settings.

Each performance task consists of two parts, with separate scoring guidelines for evaluating each part. These two components are:

- Part A: Source Analysis: Students examine a set of sources and complete three analysis tasks that represent the building blocks for drafting a full evidence-based essay. For the first two units in the course (geography unit and the first historical period), students should only be assessed on Part A. Part A is designed for a 45-minute class period.
- Part B: Evidence-Based Essay: Students construct a full evidence-based essay using the sources they examined in Part A. During units three and four (the remaining two historical periods), students should be assessed on Part A as well as Part B. Performance tasks include clear scoring guidelines for teachers to provide feedback on student source analysis and writing. Part B is also designed for a 45-minute class period and assumes that students have completed Part A.

Unit Title: The Ancient Period, Before 600 BCE

Content:

Key Concept	Learning Objective Students will be able to...	Essential Knowledge Students will know that...
Human Adaptation and Migration in the Paleolithic World	Describe the changes in subsistence practices, migration patterns, and technology during the Paleolithic Era.	<ul style="list-style-type: none"> ● Technology and human adaptation to the environment during the Paleolithic period. Humans developed increasingly diverse and sophisticated tools, including multiple uses of fire, as they adapted to the environment. ● Cultural and social development in the Paleolithic world Language facilitated communal social organization and the spread of ideas and technologies. ● Global spread of humans during the Paleolithic period Humans successfully adapted to a variety of habitats and migrated from Africa to populate both hemispheres.

<p>Causes and Effects of Neolithic Revolution</p>	<p>Explain the causes and effects of the Neolithic Revolution.</p>	<ul style="list-style-type: none"> ● Causes of the Neolithic Revolution In response to environmental change and population pressure, humans domesticated animals and cultivated plants. ● Effects of the Neolithic Revolution Human populations grew as a result of animal domestication, shifting agriculture, and new technology, and this growth had an increasing impact upon the environment. ● Development and diffusion of Neolithic communities Neolithic communities developed in, and then spread from, West Asia, East Asia, Southeast Asia, Sub-Saharan Africa, the Americas, and Papua New Guinea.
<p>Origins of Complex Urban Societies in the Ancient World</p>	<p>Trace the transition from shifting cultivation to sedentary agriculture and the emergence of complex urban civilization.</p>	<ul style="list-style-type: none"> ● Transition from shifting to sedentary agriculture The use of fertilization and terracing facilitated sedentary agriculture and village communities. ● Formation of hydrologic systems in early ancient Eurasian civilizations Complex hydrologic systems and bronze tools led to the development of ancient river valley civilizations. ● Formation of American civilizations in the absence of hydrologic systems Ancient Olmec and Chavin civilizations arose through sophisticated terracing and intercropping.

<p>Pastoralism in Afro-Eurasia</p>	<p>Explain the impact of pastoralism as it relates to lifestyle, environment, and sedentary societies.</p>	<ul style="list-style-type: none"> ● Animal domestication and the origin of pastoral lifestyles The domestication of animals provided stable sources of meat, milk, and other animal products, but required mobility for water and grazing. ● Expansion of pastoralism and human environmental interaction The grazing needs of livestock altered the local landscape and reduced biodiversity. ● Pastoral interactions with sedentary communities Pastoralists both raided and traded with sedentary communities in order to diversify their diets and acquire goods.
<p>State Formation in Ancient Afro-Eurasia</p>	<p>Identify the origins, expansion, and consolidation of the first Afro-Eurasian states.</p>	<ul style="list-style-type: none"> ● Origins of the first states in Afro–Eurasia Political, religious, and economic elites emerged and extracted resources and labor from sedentary farmers and other producers to form and defend states. ● Expansion of tributary states The reliance upon tribute encouraged states to expand through military conquest and political alliances. ● Consolidation of ancient Afro–Eurasian states Numeric calculation and writing facilitated record keeping and the establishment of legal codes that led to the consolidation of ancient Afro–Eurasian states

<p>Development of Ancient Afro-Eurasian Religions</p>	<p>Examine the changes and continuities in the development in ancient Afro-Eurasian religions and their impact on the states in which they were created.</p>	<ul style="list-style-type: none"> ● Declining significance of animism in complex urban societies With the formation of cities and states, polytheistic religions shifted focus from the control of nature to human concerns ● Use of religion in establishing political authority Leaders of ancient Afro–Eurasian states increasingly used religion and connections to the divine to legitimize their authority ● Origins of monotheistic and ethically-based religions Judaism and Zoroastrianism were the first monotheistic religions, and both promoted specific moral and ethical behaviors.
<p>Development of Ancient Afro-Eurasian Societies</p>	<p>Trace the changes in social and gender hierarchies in Afro-Eurasian societies from the Paleolithic to Classical Periods</p>	<ul style="list-style-type: none"> ● Establishment of specialized labor Successful agricultural practices led to surpluses and the development of skilled specialized labor ● Emergence of hierarchical social status The emergence of coercive forms of labor contributed to an unequal distribution of wealth and the formation of social and political elites ● Development of gender roles The use of plow-based agriculture and large-scale militaries contributed to the emergence of patriarchy.

Sample Assignment: SPICE Charts
Culminating Project:

Unit quizzes: Each unit includes two short, online quizzes featuring multiple choice questions modeled closely after the types of questions students encounter on SAT and AP exams. Based on the Pre-AP World History and Geography course framework, digital unit quizzes ask students to read and interpret a range of brief primary and secondary sources and to respond to a targeted set of questions that measure both disciplinary skills (such as analyzing sources) and key concepts from the unit. All objective quizzes are machine-scored, with results provided through automatic score reports that contain explanations of all questions and answers and actionable feedback.

Performance tasks: Each unit includes one performance-based assessment. The performance tasks are source-analysis tasks and evidence-based questions that are modeled after AP document-based questions but with deliberate adaptations and scaffolds. The performance tasks are intended for ninth graders with a wide range of readiness levels. Significant attention is placed on ensuring that the tasks are accessible and appropriate while still providing sufficient challenge and opportunity to practice the important synthesis skills that will be required in AP courses and in other high school, college, and civic settings.

Each performance task consists of two parts, with separate scoring guidelines for evaluating each part. These two components are:

- **Part A: Source Analysis:** Students examine a set of sources and complete three analysis tasks that represent the building blocks for drafting a full evidence-based essay. For the first two units in the course (geography unit and the first historical period), students should only be assessed on Part A. Part A is designed for a 45-minute class period.
- **Part B: Evidence-Based Essay:** Students construct a full evidence-based essay using the sources they examined in Part A. During units three and four (the remaining two historical periods), students should be assessed on Part A as well as Part B. Performance tasks include clear scoring guidelines for teachers to provide feedback on student source analysis and writing. Part B is also designed for a 45-minute class period and assumes that students have completed Part A.

Unit Title: The Classical Period, c. 600 BCE to c. 600 CE

Content:

Key Concept	Learning Objective Students will be able to...	Essential Knowledge Students will know that...
Classical Empires in East Asia	Trace the origins, expansion, and consolidation of the Han Dynasty.	<ul style="list-style-type: none"> • Transition from a feudal to a centralized state under the Qin Dynasty The Qin unified warring feudal states into a single centralized state through wars of conquest and established law codes informed by legalism. • Political and philosophical expansion of the Han

		<p>Dynasty The Han established an expansive centralized empire that built upon Qin bureaucratic structures by implementing systems of Confucian meritocracy</p> <ul style="list-style-type: none"> ● Economic and religious foundations of the Han Empire The Han Dynasty was characterized by Confucianism, Daoism, free labor, artistic and economic innovation, and prosperity aided by the long-distance trade from the Silk Roads.
<p>South Asian States and Dharmic Religions</p>	<p>Describe the growth and key characteristics of South Asian religious and political development.</p>	<ul style="list-style-type: none"> ● Reactions to Vedic religion and Brahmanism Buddhism and Upanishadic Hinduism arose in late Vedic South Asia as a reaction to the ritualism of Brahmanism. ● The Mauryan Empire and the spread of Buddhism in India The spread of Buddhism and its literary and artistic traditions throughout South Asia was aided by its monastic organization, its appeal to lower castes, and the patronage of merchants as well as the Mauryan Empire. ● The Gupta Empire and the revival of Hinduism in India The Gupta Empire was characterized by advances in science and mathematics and the sponsorship and revival of Hinduism.
<p>Greek and Hellenistic States in the Classical Mediterranean</p>	<p>Summarize the political and cultural impact of Greek city-states.</p>	<ul style="list-style-type: none"> ● Greek philosophical traditions and state-building Greek

		<p>philosophical traditions, centered in Athens, explained the natural and human world through reason and observation and also shaped the republican and democratic forms of city-states.</p> <ul style="list-style-type: none"> ● Alexander the Great and the Hellenistic empires The empires of Alexander the Great and Hellenistic successors ensured the spread of Greek cultural and political practices to West, Central, and South Asia and North Africa. ● Alexander the Great and the Hellenistic empires The empires of Alexander the Great and Hellenistic successors ensured the spread of Greek cultural and political practices to West, Central, and South Asia and North Africa.
<p>The Classical Roman Mediterranean</p>	<p>Examine the changes and continuities in the social, political, and economic structure of the Classical Roman Mediterranean world.</p>	<ul style="list-style-type: none"> ● Imperial expansion and the fall of the Roman Republic Roman imperial expansion extended slavery, expanded the wealth of the senatorial class, diminished the authority of a free peasantry, and contributed to the fall of the Roman Republic. ● Political and cultural foundations of the Roman Empire Greek and Hellenistic philosophical, political, and cultural practices influenced both the Roman Republic and Empire. ● The Roman imperial economy The Roman

		<p>Empire relied on the extensive use of slave labor, sophisticated transportation infrastructures, and standardized weights, measures, and currency.</p>
<p>Classical Societies in Afro-Eurasia</p>	<p>Compare labor structures, social hierarchies, and gender relations in Classical Afro-Eurasia</p>	<ul style="list-style-type: none"> ● Labor structures in classical Afro–Eurasia Classical economies relied on a range of labor forms, from free peasants and artisans in Greek city-states and the Han Dynasty to slavery in the Roman Empire. ● Social hierarchy in classical Afro–Eurasia The social structures of classical societies were hierarchical, informed by economic divisions of labor, land ownership, and commerce and reinforced by legal codes and belief systems. ● Gender relations in classical Afro–Eurasia Patriarchal social structures continued to shape gender and family relations and was both challenged and reinforced by belief systems.
<p>Trade Networks and Cultural Encounters in the Classical World</p>	<p>Trace the origins and assess the impact of long-distance overland and maritime trade in Afro-Eurasia during the Classical period.</p>	<ul style="list-style-type: none"> ● Transportation technologies and long-distance overland trade The elite demand for luxury goods stimulated the first phase of the Silk Roads, which were secured by empires such as the Roman and Han and enabled by new transportation technologies. ● Silk Roads and the spread of Buddhism Mahayana

		<p>Buddhism spread from South Asia to parts of Central Asia and China via merchants and missionaries along the Silk Roads.</p> <ul style="list-style-type: none"> ● Early trade in the Indian Ocean and cultural and technological diffusion Knowledge of the monsoons and new maritime technologies stimulated long-distance trade within the Indian Ocean basin and facilitated the spread of Hinduism and other Indic cultural practices to Southeast Asia and the diffusion of new crops such as the banana to East Africa.
<p>The End of Classical Empires and Its Consequences in Afro-Eurasia</p>	<p>Summarize the consequences of the collapse of the Han and Roman Empires during the classical period.</p>	<ul style="list-style-type: none"> ● Collapse of the Han Dynasty In the wake of nomadic frontier incursions and excessive state expropriation of resources, Han imperial authority eroded as local warlords gained power. ● Collapse of the Roman Empire Political instability rooted in the challenges of defending an extensive frontier facilitated Germanic invasions that contributed to the collapse of the western portions of the Roman Empire. ● Spread of Buddhism and Christianity Christianity and Mahayana Buddhism, facilitated by transportation infrastructures, standardized written forms, and religious messages of salvation and spiritual equality, spread in the wake of collapsing

		empires.
--	--	----------

Sample Assignment: SPICE Charts, Christianity DBQ, Comparing Long Essay Question

Culminating Project:

Unit quizzes: Each unit includes two short, online quizzes featuring multiple choice questions modeled closely after the types of questions students encounter on SAT and AP exams. Based on the Pre-AP World History and Geography course framework, digital unit quizzes ask students to read and interpret a range of brief primary and secondary sources and to respond to a targeted set of questions that measure both disciplinary skills (such as analyzing sources) and key concepts from the unit. All objective quizzes are machine-scored, with results provided through automatic score reports that contain explanations of all questions and answers and actionable feedback.

Performance tasks: Each unit includes one performance-based assessment. The performance tasks are source-analysis tasks and evidence-based questions that are modeled after AP document-based questions but with deliberate adaptations and scaffolds. The performance tasks are intended for ninth graders with a wide range of readiness levels. Significant attention is placed on ensuring that the tasks are accessible and appropriate while still providing sufficient challenge and opportunity to practice the important synthesis skills that will be required in AP courses and in other high school, college, and civic settings.

Each performance task consists of two parts, with separate scoring guidelines for evaluating each part. These two components are:

- **Part A: Source Analysis:** Students examine a set of sources and complete three analysis tasks that represent the building blocks for drafting a full evidence-based essay. For the first two units in the course (geography unit and the first historical period), students should only be assessed on Part A. Part A is designed for a 45-minute class period.
- **Part B: Evidence-Based Essay:** Students construct a full evidence-based essay using the sources they examined in Part A. During units three and four (the remaining two historical periods), students should be assessed on Part A as well as Part B. Performance tasks include clear scoring guidelines for teachers to provide feedback on student source analysis and writing. Part B is also designed for a 45-minute class period and assumes that students have completed Part A.

Unit Title: The Postclassical Period, c. 600 to c. 1450

Content:

Key Concept	Learning Objective Students will be able to...	Essential Knowledge Students will know that...
Early Islamic States	Describe the origins, expansion, and consolidation of the first Islamic states.	<ul style="list-style-type: none"> • Origins and basic tenets of Islam Islam, a religion informed by Abrahamic traditions and the teachings of Muhammad, began in the seventh century on the

		<p>Arabian Peninsula.</p> <ul style="list-style-type: none"> ● State-building and the establishment of an Arab Umayyad Caliphate The Umayyad Caliphate, through conquest and conversion, established a Sunni Arab empire that expanded from the Arabian Peninsula to South Asia and the Iberian Peninsula ● State consolidation, cosmopolitanism, and the Abbasid Caliphate The Abbasid Caliphate was established as a cosmopolitan Islamic empire that supported scholarship of global significance and was strongly influenced by Persian traditions.
<p>Post Classical States: Byzantine Empire and European Kingdoms</p>	<p>Compare the political, economic, and cultural structures of eastern and western Europe.</p>	<ul style="list-style-type: none"> ● Governmental structures of Byzantium and western Europe In the feudal kingdoms of western Europe, the Roman church and the monarchs competed for political authority, while emperors in Byzantine Empire maintained imperial rule through control of both the state and the Eastern Orthodox church, especially after the East-West Schism. ● Economic foundations of Byzantium and western Europe While the western territories of the former Roman Empire fractured into independent kingdoms reliant on manorialism and agriculture, the Byzantine Empire developed a sophisticated urban economy

		<ul style="list-style-type: none"> ● The Crusades Starting in the 11th century, popes endorsed multiple military campaigns to reclaim the Holy Land and expand Catholic influence on the peripheries of Europe, which destabilized the Byzantine Empire, intensified Mediterranean trade, and introduced economic and cultural interactions between Islam and the West.
Post Classical States in East Asia	Examine political continuity and change in post classical China.	<ul style="list-style-type: none"> ● Neo Confucianism and state building in post classical China China reunited in the seventh century with a strong bureaucratic government that initially supported Buddhism but later utilized Confucian principles and restored the imperial examination system. ● Economic foundations of the Tang and Song Dynasties The Tang's land redistribution system increased tax revenue from free peasants, expanded state investment in infrastructure projects, and promoted agricultural and artisanal production. ● Imperial expansion and fragmentation in the Tang and Song Dynasties The Tang Dynasty expanded imperial borders but collapsed in the wake of internal conflict, leading to the Song Dynasty.
The Mongols and Revitalization of the Silk Roads	Explain the causes and consequences of the origin and expansion of the Mongol Empire.	<ul style="list-style-type: none"> ● Origins and development of the Mongol Empire Under Genghis Khan and

		<p>his descendants, the Mongols of Central Asia conquered large swaths of Eurasia, creating a large nomadic empire that stretched from East Asia to West Asia and eastern Europe.</p> <ul style="list-style-type: none"> ● Expansion of the Mongol Empire and the establishment of the Yuan Dynasty Kublai Khan expanded the Mongol presence in Asia, conquered the Song Dynasty and established the Yuan Dynasty in China, where they ruled through traditional Chinese institutions, but accepted Muslims, Christians, and Buddhists. ● Biological consequences of Silk Road exchange Silk Road trade, which the Mongols had revived, was instrumental in spreading the bubonic plague and contributing to dramatic demographic and social changes in western Europe.
<p>Trans-Saharan Trade and the Spread of Islam in Sub-Saharan Africa</p>	<p>Trace the development and impact of Trans-Saharan Trade.</p>	<ul style="list-style-type: none"> ● Origins and foundations of Trans-Saharan trade routes The introduction of the camel facilitated the development of regular trade routes in which gold, salt, and slaves were exchanged from the western Sahara to West Africa and the Mediterranean. ● State-building in the West African Sudan The states of Ghana, Mali, and Songhai arose in the West African Sahel at

		<p>transshipment points for the regulation and taxation of Trans-Saharan trade in the arable Niger River valley.</p> <ul style="list-style-type: none"> ● Spread and impact of Islam in Sub-Saharan Africa Trans-Saharan trade routes diffused Islam to Sub-Saharan Africa, while the spread of literacy and the Arabic script facilitated record keeping, state building and West African connections to Muslim global trade networks.
<p>Long-Distance Trade and Diffusion in the Indian Ocean Basin</p>	<p>Examine the effects of long-distance trade in the Indian Ocean basin.</p>	<ul style="list-style-type: none"> ● The establishment of Swahili city-states Indian Ocean trade led to the establishment of coastal city-states in East Africa and the spread of Swahili, a Bantu language containing many Arabic elements. ● Maritime technologies and the expansion of trade in the Indian Ocean basin Improvements in maritime technologies and expanding global demand for spices, luxury goods, slaves, and gold and silver contributed to a significant increase in trade within and across the Indian Ocean basin. ● Spread of technologies, cultural practices, and flora and fauna in the Indian Ocean basin The expansion of trade in the Indian Ocean basin contributed to the diffusion of Islam and Buddhism to Southeast Asia as well as the westward spread of Asian technologies.
<p>Post Classical Americas</p>	<p>Compare the political, economic,</p>	<ul style="list-style-type: none"> ● Governmental structures

	<p>and cultural structures of the Maya, Inca, and Aztec states.</p>	<p>of the Maya, Inca, and Aztec states Political structures in the Classical and postclassical Americas varied from stateless societies to the confederated city-states of the Maya, the tributary empire of the Aztecs, and the centralized administration of the Inca empire</p> <ul style="list-style-type: none"> ● Economic foundations of the Maya, Inca, and Aztec states The three principal civilizations in the Americas were associated with trade and handicrafts and based on intensive agricultural production and varied forms of coercive labor. ● Maya, Inca, and Aztec cultural and religious practices The Maya, Inca, and Aztec rulers leveraged their perceived divine status and support from a priestly class to maintain control over large populations.
--	---	---

Sample Assignment: SPICE Charts, Islam DBQ, Causation Long Essay Question

Culminating Project:

Unit quizzes: Each unit includes two short, online quizzes featuring multiple choice questions modeled closely after the types of questions students encounter on SAT and AP exams. Based on the Pre-AP World History and Geography course framework, digital unit quizzes ask students to read and interpret a range of brief primary and secondary sources and to respond to a targeted set of questions that measure both disciplinary skills (such as analyzing sources) and key concepts from the unit. All objective quizzes are machine-scored, with results provided through automatic score reports that contain explanations of all questions and answers and actionable feedback.

Performance tasks: Each unit includes one performance-based assessment. The performance tasks are source-analysis tasks and evidence-based questions that are modeled after AP document-based questions but with deliberate adaptations and scaffolds. The performance tasks are intended for ninth graders with a wide range of readiness levels. Significant attention is placed on ensuring that the tasks are accessible and appropriate while still providing sufficient challenge and opportunity to practice the important synthesis skills that will be required in AP courses and in other high school, college, and civic settings.

Each performance task consists of two parts, with separate scoring guidelines for evaluating each part. These two components are:

- **Part A: Source Analysis:** Students examine a set of sources and complete three analysis tasks that represent the building blocks for drafting a full evidence-based essay. For the first two units in the course (geography unit and the first historical period), students should only be assessed on Part A. Part A is designed for a 45-minute class period.
- **Part B: Evidence-Based Essay:** Students construct a full evidence-based essay using the sources they examined in Part A. During units three and four (the remaining two historical periods), students should be assessed on Part A as well as Part B. Performance tasks include clear scoring guidelines for teachers to provide feedback on student source analysis and writing. Part B is also designed for a 45-minute class period and assumes that students have completed Part A.

4. Describe how this course integrates the schools SLO (former ESLRs- Expected School-wide Learning Results):

The course complements the school's SLOs and reinforces them with rigorous curriculum provided by the college board. Pre-AP World History and Geography emphasizes the following instructional priorities:

- **Evaluating evidence:** Students acquire knowledge by evaluating evidence from a wide range of primary and secondary sources. (SLO2: Critical thinkers can use problem-solving skills, including logic and reason and use analytical and interpretive skills to make decisions).
- **Incorporating evidence:** Students demonstrate command of quantitative, qualitative, and spatial data by effectively incorporating them into written and oral arguments. (SLO1: Academic Achievers use effective reading, writing, speaking, and listening skills to produce SLO3: Quality Products showing strategic planning using technology).
- **Explaining historical and geographic relationships:** Students explain relationships among events and people by marshaling evidence for causality, correlation, continuity, and change over time. (SLO 1, SLO 3, and SLO 2)

5. Describe the Integrated ELD teaching techniques to be used to meet the needs of English Language Learners:

All teachers in the Social Science Department have bilingual, BCLAD or CLAD credentials. They have been trained in AVID strategies and critical reading and writing strategies that match the school's Instructional Vision of implementing the CER model using color-coding to analyze text structure and for students to see the structure mirrored in their own writing. In addition, all teachers use technology resources to enhance student learning.

6. Describe the interdepartmental articulation process for this course:

The Social Science Department incorporates and reinforces skills which students learn in other departments: critical reading, the Claim, Evidence, Reasoning model of writing, as well as a host of other AVID strategies including Socratic Seminars and Philosophical Chairs designed to help students develop critical thinking, reading,

writing and speaking skills. The course allows for open enrollment, but students signing up as Freshmen for other courses in the Pre-AP program (especially English) will be encouraged to enroll.

7. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

Participation in Pre-AP courses places students on a path to college readiness. These courses provide students with opportunities to engage deeply with texts, motivating problems to solve and questions to answer, and key concepts that focus on the content and skills central to each discipline. Across the ninth-grade Pre-AP courses, students will experience shared classroom routines that foster and deepen college-readiness skills. Finally, students will take classroom assessments that provide meaningful and actionable feedback on college-readiness indicators.

Each Pre-AP course focuses on three areas of focus that are central to the discipline and that emphasize the role of literacy, quantitative, and analytical skills that enable students to transfer knowledge within and across courses. All five Pre-AP disciplines also share a common set of principles, or routines, that guide classroom practice and undergird the Pre-AP instructional units. These routines further strengthen students' reading, analysis, writing, problem-solving, and communication skills. Through engaging in these routines, students gain regular practice at close observation and analysis, evidence-based writing, higher-order questioning, and academic conversation to ultimately equip them to be better prepared for high school and college-level work. Finally, schools that implement multiple Pre-AP courses provide students with the multiplicative effects of cross disciplinary alignment during the critical early high school years.

8. Supplemental Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below)

Type of material (book, manual, periodical, article, website, primary source document, etc.)	Author	Publisher	Edition/Year	URL	Primary book, read in its entirety? (Y/N)
Primary Source Sets		CollegeBoard			