

Pre-AP[®] World History and Geography

COURSE GUIDE

INCLUDES

- ✓ Approach to teaching and learning
- ✓ Course map
- ✓ Course framework
- ✓ Sample assessment questions



Pre-AP[®] World History and Geography

COURSE GUIDE

Updated Fall 2020

ABOUT COLLEGE BOARD

College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit www.collegeboard.org.

PRE-AP EQUITY AND ACCESS POLICY

College Board believes that all students deserve engaging, relevant, and challenging grade-level coursework. Access to this type of coursework increases opportunities for all students, including groups that have been traditionally underrepresented in AP and college classrooms. Therefore, the Pre-AP program is dedicated to collaborating with educators across the country to ensure all students have the supports to succeed in appropriately challenging classroom experiences that allow students to learn and grow. It is only through a sustained commitment to equitable preparation, access, and support that true excellence can be achieved for all students, and the Pre-AP course designation requires this commitment.

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About Pre-AP



Introduction to Pre-AP

Every student deserves classroom opportunities to learn, grow, and succeed. College Board developed Pre-AP® to deliver on this simple premise. Pre-AP courses are designed to support all students across varying levels of readiness. They are not honors or advanced courses.

Participation in Pre-AP courses allows students to slow down and focus on the most essential and relevant concepts and skills. Students have frequent opportunities to engage deeply with texts, sources, and data as well as compelling higher-order questions and problems. Across Pre-AP courses, students experience shared instructional practices and routines that help them develop and strengthen the important critical thinking skills they will need to employ in high school, college, and life. Students and teachers can see progress and opportunities for growth through varied classroom assessments that provide clear and meaningful feedback at key checkpoints throughout each course.

DEVELOPING THE PRE-AP COURSES

Pre-AP courses are carefully developed in partnership with experienced educators, including middle school, high school, and college faculty. Pre-AP educator committees work closely with College Board to ensure that the course resources define, illustrate, and measure grade-level-appropriate learning in a clear, accessible, and engaging way. College Board also gathers feedback from a variety of stakeholders, including Pre-AP partner schools from across the nation who have participated in multiyear pilots of select courses. Data and feedback from partner schools, educator committees, and advisory panels are carefully considered to ensure that Pre-AP courses provide all students with grade-level-appropriate learning experiences that place them on a path to college and career readiness.

PRE-AP EDUCATOR NETWORK

Similar to the way in which teachers of Advanced Placement® (AP®) courses can become more deeply involved in the program by becoming AP Readers or workshop consultants, Pre-AP teachers also have opportunities to become active in their educator network. Each year, College Board expands and strengthens the Pre-AP National Faculty—the team of educators who facilitate Pre-AP Readiness Workshops and Pre-AP Summer Institutes. Pre-AP teachers can also become curriculum and assessment contributors by working with College Board to design, review, or pilot course resources.

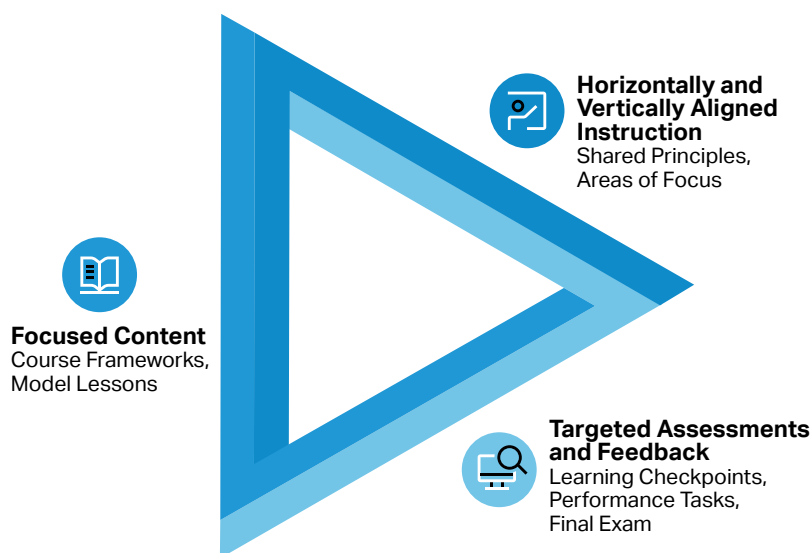
HOW TO GET INVOLVED

Schools and districts interested in learning more about participating in Pre-AP should visit preap.collegeboard.org/join or contact us at preap@collegeboard.org.

Teachers interested in becoming members of Pre-AP National Faculty or participating in content development should visit preap.collegeboard.org/national-faculty or contact us at preap@collegeboard.org.

Pre-AP Approach to Teaching and Learning

Pre-AP courses invite all students to learn, grow, and succeed through focused content, horizontally and vertically aligned instruction, and targeted assessments for learning. The Pre-AP approach to teaching and learning, as described below, is not overly complex, yet the combined strength results in powerful and lasting benefits for both teachers and students. This is our theory of action.



FOCUSED CONTENT

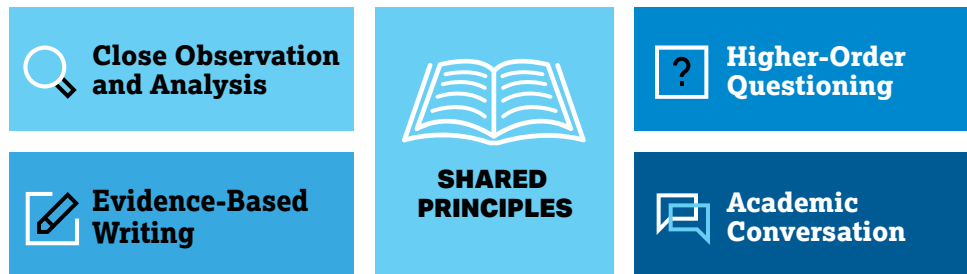
Pre-AP courses focus deeply on a limited number of concepts and skills with the broadest relevance for high school coursework and college and career success. The course framework serves as the foundation of the course and defines these prioritized concepts and skills. Pre-AP model lessons and assessments are based directly on this focused framework. The course design provides students and teachers with intentional permission to slow down and focus.

HORIZONTALLY AND VERTICALLY ALIGNED INSTRUCTION

Shared principles cut across all Pre-AP courses and disciplines. Each course is also aligned to discipline-specific areas of focus that prioritize the critical reasoning skills and practices central to that discipline.

SHARED PRINCIPLES

All Pre-AP courses share the following set of research-supported instructional principles. Classrooms that regularly focus on these cross-disciplinary principles allow students to effectively extend their content knowledge while strengthening their critical thinking skills. When students are enrolled in multiple Pre-AP courses, the horizontal alignment of the shared principles provides students and teachers across disciplines with a shared language for their learning and investigation, and multiple opportunities to practice and grow. The critical reasoning and problem-solving tools students develop through these shared principles are highly valued in college coursework and in the workplace.



CLOSE OBSERVATION AND ANALYSIS

Students are provided time to carefully observe one data set, text, image, performance piece, or problem before being asked to explain, analyze, or evaluate. This creates a safe entry point to simply express what they notice and what they wonder. It also encourages students to slow down and capture relevant details with intentionality to support more meaningful analysis, rather than rushing to completion at the expense of understanding.

HIGHER-ORDER QUESTIONING

Students engage with questions designed to encourage thinking that is elevated beyond simple memorization and recall. Higher-order questions require students to make predictions, synthesize, evaluate, and compare. As students grapple with these questions, they learn that being inquisitive promotes extended thinking and leads to deeper understanding.

EVIDENCE-BASED WRITING

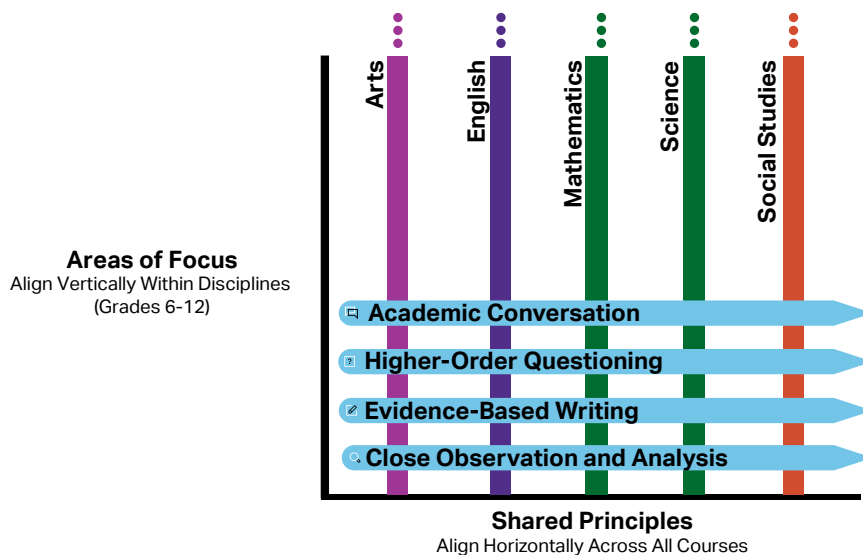
With strategic support, students frequently engage in writing coherent arguments from relevant and valid sources of evidence. Pre-AP courses embrace a purposeful and scaffolded approach to writing that begins with a focus on precise and effective sentences before progressing to longer forms of writing.

ACADEMIC CONVERSATION

Through peer-to-peer dialogue, students' ideas are explored, challenged, and refined. As students engage in academic conversation, they come to see the value in being open to new ideas and modifying their own ideas based on new information. Students grow as they frequently practice this type of respectful dialogue and critique and learn to recognize that all voices, including their own, deserve to be heard.

AREAS OF FOCUS

The areas of focus are discipline-specific reasoning skills that students develop and leverage as they engage with content. Whereas the shared principles promote horizontal alignment across disciplines, the areas of focus provide vertical alignment within a discipline, giving students the opportunity to strengthen and deepen their work with these skills in subsequent courses in the same discipline.



For a detailed description of the Pre-AP World History and Geography areas of focus, see page 11.

TARGETED ASSESSMENTS FOR LEARNING

Pre-AP courses include strategically designed classroom assessments that serve as tools for understanding progress and identifying areas that need more support. The assessments provide frequent and meaningful feedback for both teachers and students across each unit of the course and for the course as a whole. For more information about assessments in Pre-AP World History and Geography, see page 49.

Pre-AP Professional Learning

The summer before their first year teaching a Pre-AP course, teachers are required to engage in professional learning offered by the College Board. There are two options to meet this requirement: the Pre-AP Summer Institute (Pre-APSI) and the Online Foundational Module Series. Both options provide continuing education units to educators who complete the training.

- The Pre-AP Summer Institute is a four-day collaborative experience that empowers participants to prepare and plan for their Pre-AP course. While attending, teachers engage with Pre-AP course frameworks, shared principles, areas of focus, and sample model lessons. Participants are given supportive planning time where they work with peers to begin to build their Pre-AP course plan.
- The Online Foundational Module Series will be available beginning July 2020 to all teachers of Pre-AP courses. These 12- to 20-hour courses will support teachers in preparing for their Pre-AP course. Teachers will explore course materials and experience model lessons from the student’s point of view. They will also begin to plan and build their own course materials, so they are ready on day one of instruction.

Pre-AP teachers also have access to the Online Performance Task Scoring Modules, which offer guidance and practice applying Pre-AP scoring guidelines to student work.

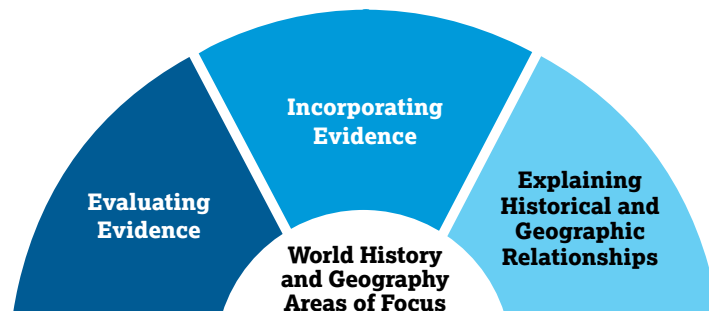
**About Pre-AP
World History and Geography**

Introduction to Pre-AP World History and Geography

Pre-AP World History and Geography focuses deeply on the concepts and skills that have maximum value for high school, college, careers, and civic life. The course builds students' essential skills and helps to prepare them for a range of AP history and social science coursework during high school, including AP Human Geography and all three AP history courses. The learning model is that of an apprenticeship. Primary and secondary sources take center stage in the classroom, and students use the tools of the historian and geographer to examine questions and build arguments.

PRE-AP WORLD HISTORY AND GEOGRAPHY AREAS OF FOCUS

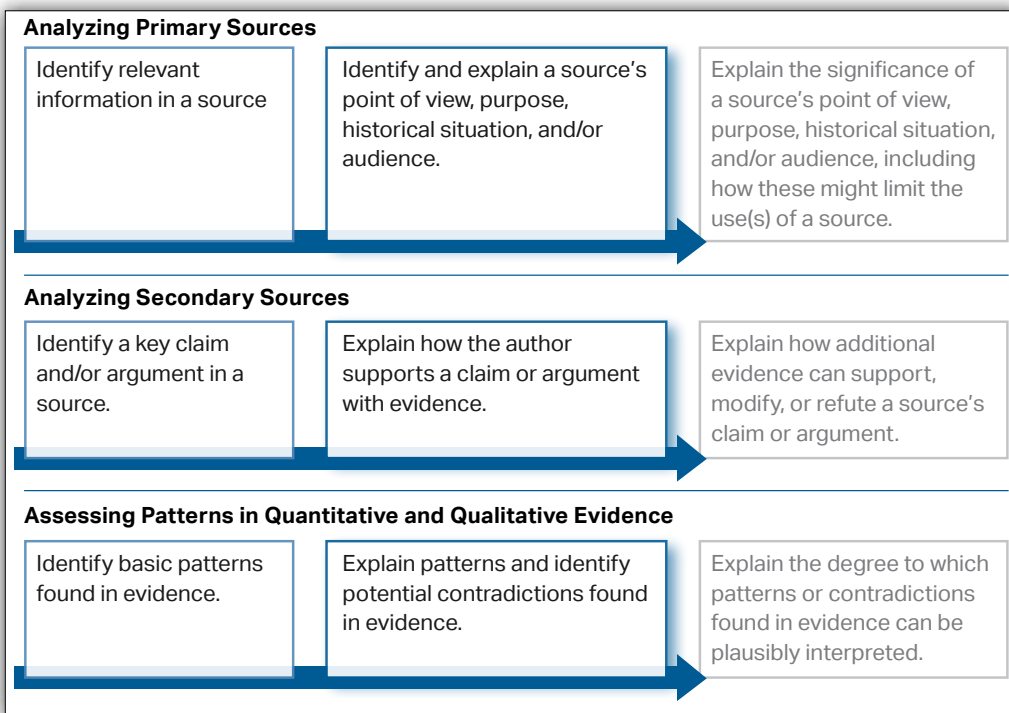
The Pre-AP World History and Geography areas of focus, described below, are practices that students develop and leverage as they engage with content. These areas of focus are vertically aligned to the practices embedded in other history and geography courses in high school, including AP, and in college, giving students multiple opportunities to strengthen and deepen their work with these skills throughout their educational career. The vertical progression of these disciplinary practices is delineated in the course framework beginning on page 25.



EVALUATING EVIDENCE

Students acquire knowledge by evaluating evidence from a wide range of primary and secondary sources.

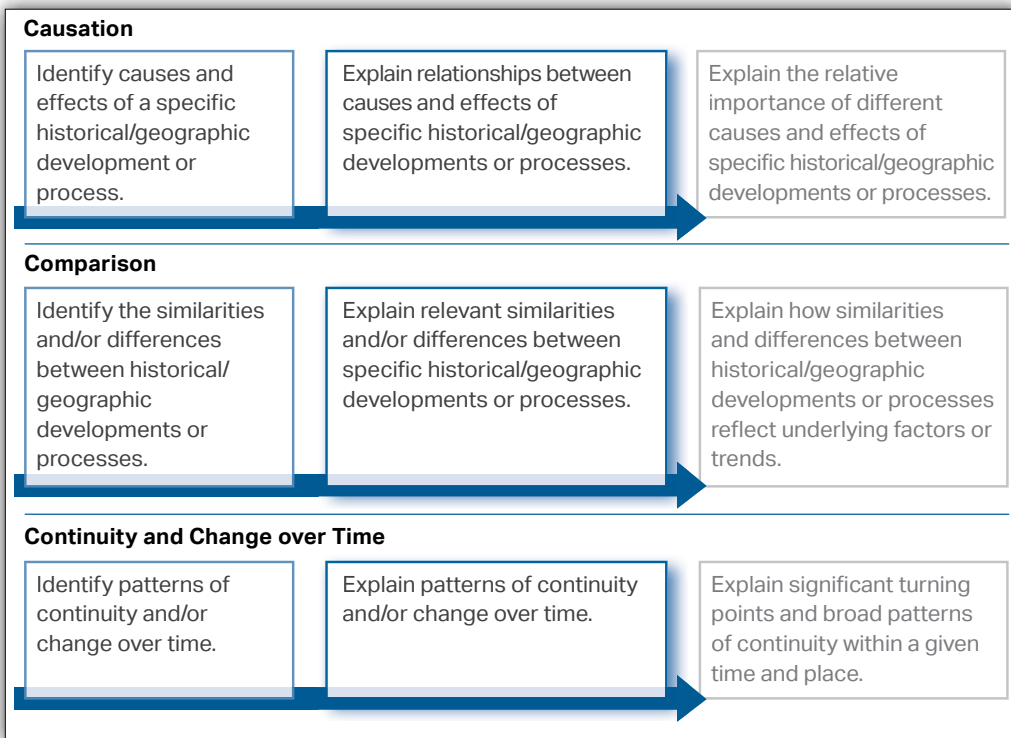
Historians and geographers do not merely examine sources for the purposes of acquiring knowledge; they seek to understand and form arguments about historical perspectives. Like these disciplinary experts, students learn to determine a source's value by asking disciplinary questions. This process involves considering historical or geographic context, how audience and purpose influence the author's choices, and the degree to which pieces of evidence corroborate or contradict each other. Learning to evaluate evidence builds a durable understanding of key concepts and fosters informed citizenship.



EXPLAINING HISTORICAL AND GEOGRAPHIC RELATIONSHIPS

Students explain relationships among events and people by marshaling evidence for causation, comparison, and continuity and change over time.

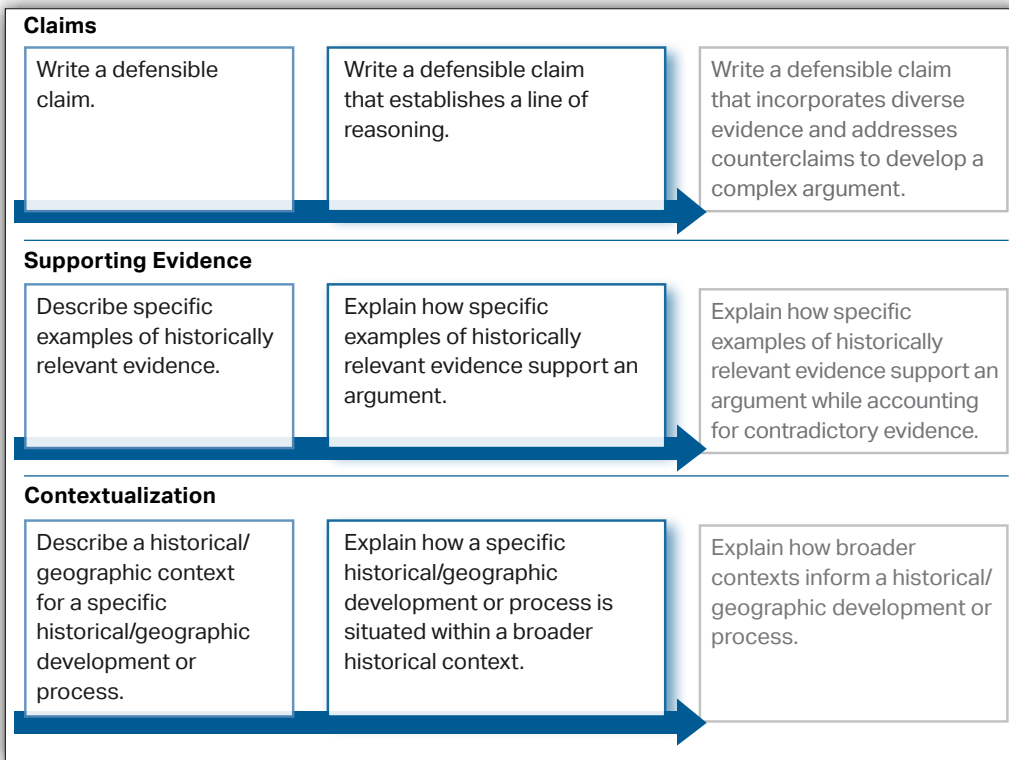
History and geography are investigative disciplines. Regularly pursuing inquiries of comparison, causation, and continuity and change over time helps students build the investigative techniques used by historians and geographers. With practice, these techniques become habits of mind. As students learn to see relationships between and among developments, they can begin to examine questions of historical and geographic significance within the context of specific places or times.



INCORPORATING EVIDENCE

Students demonstrate command of quantitative, qualitative, and spatial data by effectively incorporating them into written and oral arguments.

Writing or presenting arguments in history and geography requires more than summarizing facts. Creating sound arguments relies upon effectively connecting evidence in support of a clear, nuanced thesis. The ability to establish a line of reasoning by deftly framing and organizing evidence is a valuable skill that requires ample opportunities for practice and feedback. It is a skill students will carry forward into college, career, and civic settings.



PRE-AP WORLD HISTORY AND GEOGRAPHY AND CAREER READINESS

The study of world history and geography offers unique, discipline-specific benefits that are relevant to students' lives as well as to a range of career pursuits. Beyond preparing the next generation for careers in history, geography, political science, and economics, the course is designed to help all students become more astute consumers of information as they learn to regularly apply the skills and contexts associated with each discipline.

Content and skills related to history and geography have numerous connections to life experiences. For example, students may apply these skills when reacting to front-page news stories, evaluating the merits of proposed policies, or actively applying historical and geographic thinking and knowledge in the career fields of government, public policy, economics, and law.

Career clusters and career examples related to history and geography are provided below. Teachers may consider discussing these with students throughout the year to promote motivation and engagement.

Career Clusters Related to History and/or Geography	
agriculture, food, and natural resources	manufacturing
architecture and construction	transportation, distribution, and logistics
government and public administration	
Examples of Careers Related to History and Geography	
archivists	
economists	
Foreign Service Officers	
geographers	
geographic informational systems (GIS) specialists	
government executives and legislators	
historians	
lawyers and judges	
market and survey researchers	
political scientists	
strategic operations managers	
urban and regional planners	
In addition to traditional careers above, newer careers such as data analysts and social technologists are also related to skills developed in history and geography courses.	

Source for Career Clusters: "Advanced Placement and Career and Technical Education: Working Together." Advance CTE and the College Board. October 2018. careertech.org/resource/ap-cte-working-together.

For more information about careers related to history and geography, teachers and students can visit and explore the College Board's Big Future resources: bigfuture.collegeboard.org/majors/history-history and bigfuture.collegeboard.org/majors/social-sciences-geography.

SUMMARY OF RESOURCES AND SUPPORTS

Teachers are strongly encouraged to take advantage of the full set of resources and supports for Pre-AP World History and Geography, which are summarized below. Some of these resources must be used for a course to receive the Pre-AP Course Designation. To learn more about the requirements for course designation, see details below and on page 72.

COURSE FRAMEWORK

Included in this guide as well as in the *Pre-AP World History and Geography Teacher Resources*, the framework defines what students should know and be able to do by the end of the course. It serves as an anchor for model lessons and assessments, and it is the primary document teachers can use to align instruction to course content. **Use of the course framework is required.** For more details see page 22.

MODEL LESSONS

Teacher resources, available in print and online, include a robust set of model lessons that demonstrate how to translate the course framework, shared principles, and areas of focus into daily instruction. **Use of the model lessons is encouraged but not required.** For more details see page 47.

LEARNING CHECKPOINTS

Accessed through Pre-AP Classroom, these short formative assessments provide insight into student progress. They are automatically scored and include multiple-choice and technology-enhanced items with rationales that explain correct and incorrect answers. **Use of one learning checkpoint per unit is required.** For more details see page 49.

PERFORMANCE TASKS

Available in the printed teacher resources as well as on Pre-AP Classroom, performance tasks allow students to demonstrate their learning through extended problem-solving, writing, analysis, and/or reasoning tasks. Scoring guidelines are provided to inform teacher scoring, with additional practice and feedback suggestions available in online modules on Pre-AP Classroom. **Use of each unit's performance task is required.** For more details see page 50.

FINAL EXAM

Accessed through Pre-AP Classroom, the final exam serves as a classroom-based, summative assessment designed to measure students' success in learning and applying the knowledge and skills articulated in the course framework. **Administration of the final exam is encouraged but not required.** For more details see page 65.

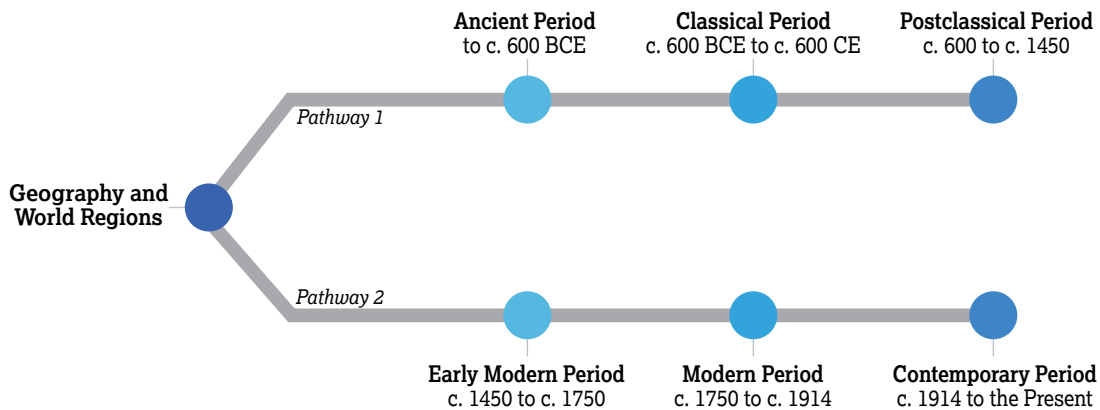
PROFESSIONAL LEARNING

Both the four-day Pre-AP Summer Institute (Pre-APSI) and the Online Foundational Modules Series support teachers in preparing and planning to teach their Pre-AP course. **All Pre-AP teachers are required to either attend the Pre-AP Summer Institute or complete the module series. In addition, teachers are required to complete at least one Online Performance Task Scoring module.** For more details see page 8.

PRE-AP WORLD HISTORY AND GEOGRAPHY: TWO PATHWAYS

Before implementing the Pre-AP World History and Geography course, schools select one of two available pathways. This encourages a deep study of a few historical periods and provides an opportunity for schools to choose the pathway that is the best fit for their state standards and district course sequences. Model lessons and assessments are based on the selected pathway.

- **Both pathways** begin with the study of geography and world regions.
- **Pathway 1** moves from geography and world regions to developments in world history from the ancient period through c. 1450 CE.
- **Pathway 2** moves from geography and world regions to developments in world history from c. 1450 CE through the present.



Geography and World Regions

~35 Class Periods Total

Principles of Geography

LO G.1 Explain how geographers use maps and data to contextualize spatial relationships and examine how humans organize space.

Regionalization

LO G.2 Examine the purpose, characteristics, and limitations of regions.

Spatial Reorganization

LO G.3 Examine the causes and consequences of spatial reorganization.

Learning Checkpoint 1

Human Adaptations to the Physical Environment

LO G.4 Identify the causes and effects of human adaptations to the physical environment.

Comparison of World Regions

LO G.5 Compare the physical and human characteristics of key world regions.

Learning Checkpoint 2

Performance Task

Source Analysis and Outline

Course Map: Pathway 1

Model Lesson and Assessment Sequence

PLAN

The course map shows how components are positioned throughout the course. As the map indicates, the course is designed to be taught over 140 class periods (based on 45-minute class periods), for a total of 28 weeks.

Lesson ideas along with content summaries and organizers are provided for every learning objective (LO). In addition, source exploration exercises with curated primary and secondary sources and questions for analysis are included for approximately 55% of the learning objectives.

TEACH

The model lessons demonstrate how the course framework, Pre-AP shared principles, and Pre-AP World History and Geography areas of focus come to life in the classroom.

Shared Principles

- close observation and analysis
- higher-order questioning
- evidence-based writing
- academic conversation

Areas of Focus

- evaluating evidence
- explaining historical and geographic relationships
- incorporating evidence

ASSESS AND REFLECT

Each unit includes two online learning checkpoints and a source-based performance task. These formative assessments are designed to provide meaningful feedback for both teachers and students.

A final exam is available for administration during a six-week window near the end of the course.

The Ancient Period, to c. 600 BCE

~35 Class Periods Total

Human Adaptation and Migration in the Paleolithic World

LO 1.1 Describe the changes in subsistence practices, migration patterns, and technology during the Paleolithic era.

Causes and Effects of the Neolithic Revolution

LO 1.2 Explain the causes and effects of the Neolithic Revolution.

Origins of Complex Urban Societies in the Ancient World

LO 1.3 Trace the transition from shifting cultivation to sedentary agriculture and the emergence of complex urban civilization.

Pastoralism in Ancient Afro-Eurasia

LO 1.4 Explain the impact of pastoralism as it relates to lifestyle, environment, and sedentary societies.

Learning Checkpoint 1

State Formation in Ancient Afro-Eurasia

LO 1.5 Identify the origins, expansion, and consolidation of the first Afro-Eurasian states.

Development of Ancient Afro-Eurasian Religions

LO 1.6 Examine the continuities and changes in the development of ancient Afro-Eurasian religions and their impact on the states in which they were created.

Development of Ancient Afro-Eurasian Societies

LO 1.7 Trace the changes in social and gender hierarchies in Afro-Eurasian societies from the Paleolithic to the classical period.

Learning Checkpoint 2

Performance Task

Source Analysis and Outline

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

~35 Class Periods Total

Classical Empires in East Asia

LO 2.1 Trace the origins, expansion, and consolidation of the Han Dynasty.

South Asian States and Dharmic Religions

LO 2.2 Describe the growth and key characteristics of South Asian religious and political development.

Greek and Hellenistic States in the Classical Mediterranean

LO 2.3 Summarize the political and cultural impact of Greek city-states and the Hellenistic states.

The Classical Roman Mediterranean

LO 2.4 Examine the continuities and changes in the social, political, and economic structures of the classical Roman Mediterranean world.

Learning Checkpoint 1

Classical Societies in Afro-Eurasia

LO 2.5 Compare labor structures, social hierarchies, and gender relations in classical Afro-Eurasia.

Trade Networks and Cultural Encounters in the Classical World

LO 2.6 Trace the origins and assess the impact of long-distance overland and maritime trade in Afro-Eurasia during the classical period.

The End of Classical Empires and the Consequences in Afro-Eurasia

LO 2.7 Summarize the consequences of the collapse of the Han and Roman empires during the classical period.

Learning Checkpoint 2

Performance Task

Source Analysis, Outline, and Essay

The Postclassical Period, c. 600 to c. 1450

~35 Class Periods Total

Early Islamic States

LO 3.1 Describe the origins, expansion, and consolidation of the first Islamic states.

Postclassical States: Byzantine Empire and European Kingdoms

LO 3.2 Compare the political, economic, and cultural structures of eastern and western Europe.

Postclassical States in East Asia

LO 3.3 Examine political continuity and change in postclassical China.

The Mongols and the Revitalization of the Silk Roads

LO 3.4 Explain the causes and consequences of the origin and expansion of the Mongol Empire.

Learning Checkpoint 1

Trans-Saharan Trade and the Spread of Islam in Sub-Saharan Africa

LO 3.5 Trace the development and impact of trans-Saharan trade.

Long-Distance Trade and Diffusion in the Indian Ocean Basin

LO 3.6 Examine the causes and effects of long-distance trade in the Indian Ocean basin.

Postclassical Americas

LO 3.7 Compare the political, economic, and cultural structures of the Maya, Inca, and Aztec states.

Learning Checkpoint 2

Performance Task

Source Analysis, Outline, and Essay

Geography and World Regions

~35 Class Periods Total

Principles of Geography

LO G.1 Explain how geographers use maps and data to contextualize spatial relationships and examine how humans organize space.

Regionalization

LO G.2 Examine the purpose, characteristics, and limitations of regions.

Spatial Reorganization

LO G.3 Examine the causes and consequences of spatial reorganization.

Learning Checkpoint 1

Human Adaptations to the Physical Environment

LO G.4 Identify the causes and effects of human adaptations to the physical environment.

Comparison of World Regions

LO G.5 Compare the physical and human characteristics of key world regions.

Learning Checkpoint 2

Performance Task

Source Analysis and Outline

Course Map: Pathway 2

Model Lesson and Assessment Sequence

PLAN

The course map shows how components are positioned throughout the course. As the map indicates, the course is designed to be taught over 140 class periods (based on 45-minute class periods), for a total of 28 weeks.

Lesson ideas along with content summaries and organizers are provided for every learning objective (LO). In addition, source exploration exercises with curated primary and secondary sources and questions for analysis are included for approximately 55% of the learning objectives.

TEACH

The model lessons demonstrate how the course framework, Pre-AP shared principles, and Pre-AP World History and Geography areas of focus come to life in the classroom.

Shared Principles

- close observation and analysis
- higher-order questioning
- evidence-based writing
- academic conversation

Areas of Focus

- evaluating evidence
- explaining historical and geographic relationships
- incorporating evidence

ASSESS AND REFLECT

Each unit includes two online learning checkpoints and a source-based performance task. These formative assessments are designed to provide meaningful feedback for both teachers and students.

A final exam is available for administration during a six-week window near the end of the course.

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

~35 Class Periods Total

Causes and Consequences of Iberian Maritime Exploration and Colonialism

LO 4.1 Summarize the impact of new maritime technologies, shifting patterns of global trade, and changing political dynamics in the creation of Iberian maritime empires.

Columbian Exchange and Atlantic Slavery

LO 4.2 Explain the environmental and demographic consequences of the Atlantic system.

Origins and Impact of the Western European Empires in the North Atlantic

LO 4.3 Describe the causes and the global, political, and economic effects of the Atlantic system.

Early Modern Islamic Empires

LO 4.4 Compare the territorial expansion, political structure, and cultural facets of the early modern Ottoman, Mughal, and Safavid empires.

Learning Checkpoint 1

Land-Based Empires: Early Modern China and Russia

LO 4.5 Compare the territorial expansion and foreign policies of early modern China and Russia.

Early Modern Religion

LO 4.6 Examine the continuities and changes in religions during the early modern period.

Early Modern Western Society and Culture

LO 4.7 Examine the continuities and changes in early modern society and culture.

Learning Checkpoint 2

Performance Task

Source Analysis and Outline

The Modern Period, c. 1750 to c. 1914

~35 Class Periods Total

Causes of the Atlantic Revolutions

LO 5.1 Examine the relative impact of the Enlightenment, imperial rivalry, and social polarization on the outbreak of revolutions.

Effects of the Atlantic Revolutions

LO 5.2 Describe the long-term social and political impact of the Atlantic Revolutions.

The First Industrial Revolution

LO 5.3 Explain the origins and significance of the first industrial revolution.

The Second Industrial Revolution

LO 5.4 Trace the continuities and changes between the first and second industrial revolutions.

Learning Checkpoint 1

Imperial Expansion in the Late 19th Century

LO 5.5 Describe the continuities and changes in 19th-century imperialism.

Reactions to Imperialism

LO 5.6 Compare the responses to imperialism in the 19th century.

Consequences of Industrialization

LO 5.7 Explain the social, political, and demographic effects of industrialization in the 19th century.

Learning Checkpoint 2

Performance Task

Source Analysis, Outline, and Essay

The Contemporary Period, c. 1914 to the Present

~35 Class Periods Total

Origins and Outcomes of World War I in Global Context

LO 6.1 Trace the origins of World War I and its immediate outcomes in global perspective.

A New Age of Revolutions: Mexico, Russia, and China

LO 6.2 Compare the results of revolutions in Mexico, Russia, and China.

The Global Economy and the State Between the Wars

LO 6.3 Identify the reasons for the expansion of government power and the emergence of authoritarian regimes in Europe and Japan.

World War II and the Decline of Empires

LO 6.4 Explain the causes and effects of World War II.

Learning Checkpoint 1

A Global Cold War

LO 6.5 Compare the impact of the Cold War in the developed and the developing worlds.

Foundations of Contemporary Globalization

LO 6.6 Explain the origins of contemporary globalization.

Impact of Contemporary Globalization

LO 6.7 Analyze the extent to which contemporary globalization resulted in social, cultural, political, and environmental change.

Learning Checkpoint 2

Performance Task

Source Analysis, Outline, and Essay

Pre-AP World History and Geography Course Framework

INTRODUCTION

Based on the Understanding by Design® (Wiggins and McTighe) model, the Pre-AP World History and Geography Course Framework is back mapped from AP expectations and aligned to essential grade-level expectations. The framework serves as a teacher's blueprint for the Pre-AP World History and Geography instructional resources and assessments.

The course framework was designed to meet the following criteria:

- **Focused:** The framework provides a deep focus on a limited number of concepts and skills that have the broadest relevance for later high school and college success.
- **Measurable:** The framework's learning objectives are observable and measurable statements about the knowledge and skills students should develop in the course.
- **Manageable:** The framework is manageable for a full year of instruction, fosters the ability to explore concepts in depth, and enables room for additional local or state standards to be addressed where appropriate.
- **Accessible:** The framework's learning objectives are designed to provide all students, across varying levels of readiness, with opportunities to learn, grow, and succeed.

The Pre-AP World History and Geography Course Framework provides a cohesive, clear plan for teachers that identifies essential content to target in service of skill-based learning objectives. Both course pathways include four units. Each unit includes five to seven key concepts and approximately seven weeks of instruction. The course is designed to be flexible enough for teachers to integrate additional topics associated with district or state curriculum maps.

In contrast to many social studies curricula that favor either skills **or** content, this course challenges students to follow the example of historians and geographers by using both to pursue disciplinary investigations. To ensure that relevant relationships are prioritized over isolated facts, the key concepts, learning objectives, and essential knowledge statements work together to emphasize the connections between historic and geographic developments.

COURSE FRAMEWORK COMPONENTS

The Pre-AP World History and Geography Course Framework includes:

- Areas of Focus: Connected Disciplinary Skills
- Key Concepts

AREAS OF FOCUS: CONNECTED DISCIPLINARY SKILLS

Although units emphasize different topics, they are all designed to foster the disciplinary skills of evaluating evidence, explaining historic and geographic relationships, and incorporating evidence. Throughout each unit, students need regular opportunities to practice the skills and to receive feedback on their progress.

Skill Alignment with AP

The course skills illustrate clear targets for instruction and assessment that can also support class discussion and student reflection. Despite this emphasis on specificity and accessibility, each area of focus and its associated skills has direct connections with the AP History Skills and Practices. Below is a brief description of how each area of focus aligns to specific skill categories in AP.

Evaluating Evidence

Skill articulations from this area of focus prepare students for AP Historical Thinking Skills 2 and 3 (sourcing and situation, claims and evidence in sources) and AP Human Geography Course Skills 3 and 4 (data analysis, source analysis)

Explaining Historical and Geographic Relationships

Skill articulations from this area of focus prepare students for all of the reasoning processes used in AP history courses (comparison, causation, continuity and change) and AP Historical Thinking Skill 5 (making connections) as well as AP Human Geography Skill 2 (spatial reasoning).

Incorporating Evidence

Skill articulations from this area of focus prepare students for AP Historical Thinking Skills 4 and 6 (contextualization, argumentation).

KEY CONCEPTS

To support teacher planning and instruction, each unit is organized by key concepts. Each key concept includes a corresponding **learning objective** and **essential knowledge statements**.

Key Concept

A brief identification of the development or concept to be explored.

Learning Objectives

These objectives define what a student needs to be able to do with essential knowledge to explain the underlying historic and geographic relationships between developments and concepts. The learning objectives serve as actionable targets for instruction.

About Pre-AP World History and Geography
Pre-AP World History and Geography Course Framework

THE POSTCLASSICAL PERIOD, C. 600 TO C. 1450

Key Concept	Essential Knowledge
<p>Learning Objective Students will be able to ...</p> <p>Early Islamic States</p> <p>LO 3.1 Describe the origins, expansion, and consolidation of the first Islamic states.</p>	<p>Essential Knowledge Students need to know that ...</p> <p>EK 3.1.A Origins and basic tenets of Islam Islam, a religion informed by Abrahamic and Arab traditions and the teachings of Muhammad, began in the seventh century on the Arabian Peninsula.</p> <p>EK 3.1.B Establishment and expansion of the Arab Umayyad Caliphate After Muhammad's death, Sunni and Shi'a traditions of Islam developed, and his successors and the Umayyad caliph established an Arab empire that adapted Byzantine political structures and expanded to South Asia and the Iberian Peninsula.</p> <p>EK 3.1.C State consolidation, cosmopolitanism, and the Abbasid Caliphate The Abbasid Caliphate continued Umayyad practices of qualified religious tolerance, created a cosmopolitan state that adapted Persian political and cultural traditions, and supported scholarship of global significance.</p>
<p>Postclassical States: Byzantine Empire and European Kingdoms</p> <p>LO 3.2 Compare the political, economic, and cultural structures of eastern and western Europe.</p>	<p>EK 3.2.A 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 the Byzantine Empire maintained imperial rule through control of both the state and the Eastern Orthodox church, especially after the East-West Schism.</p> <p>EK 3.2.B 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.</p> <p>EK 3.2.C 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 expanded economic and cultural interactions between the Islamic world and western Europe.</p>
<p>Postclassical States in East Asia</p> <p>LO 3.3 Examine political continuity and change in postclassical China.</p>	<p>EK 3.3.A Neoc Confucianism and state building in postclassical 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.</p> <p>EK 3.3.B Economic foundations of the Tang and Song dynasties The Tang Dynasty's land redistribution system increased tax revenue from free peasants, expanded state investment in infrastructure projects, and promoted agricultural and artisanal production.</p> <p>EK 3.3.C 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.</p>

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Essential Knowledge Statements

The essential knowledge statements are linked to the learning objectives. These statements describe the knowledge required to perform the learning objective(s).

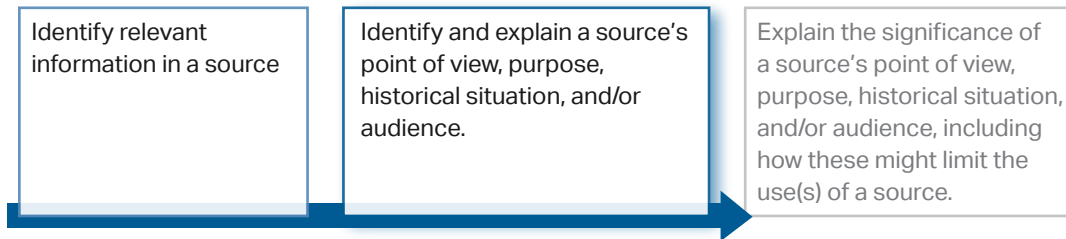
AREAS OF FOCUS: CONNECTED DISCIPLINARY SKILLS

The following tables articulate the disciplinary skills that students should develop while building knowledge of each unit's key concepts. Each skill is aligned to a Pre-AP World History and Geography area of focus and assessed through the learning checkpoints, performance tasks, and final exam.

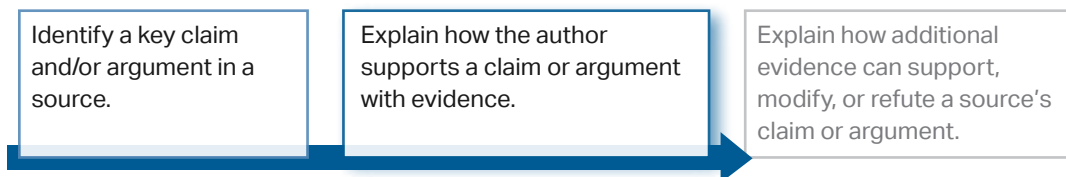
Course assessments are designed around the goal that students fully master the skills in the left column and demonstrate consistent proficiency of skills in the center column. While the skills in the right column may be explored in Pre-AP with grade-appropriate scaffolds, independent proficiency of these skills is a goal reserved for AP courses.

Evaluating Evidence

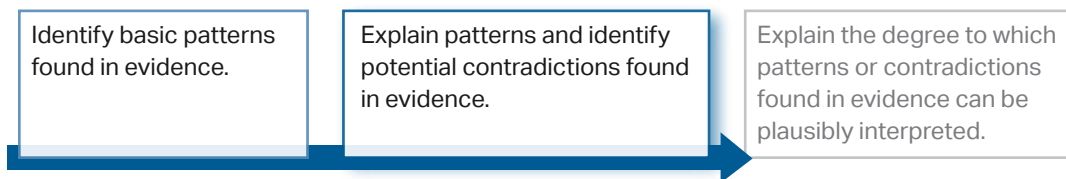
Analyzing Primary Sources



Analyzing Secondary Sources



Assessing Patterns in Quantitative and Qualitative Evidence



Explaining Historical and Geographic Relationships

Causation

Identify causes and effects of a specific historical/geographic development or process.

Explain relationships between causes and effects of specific historical/geographic developments or processes.

Explain the relative importance of different causes and effects of specific historical/geographic developments or processes.

Comparison

Identify the similarities and/or differences between historical/geographic developments or processes.

Explain relevant similarities and/or differences between specific historical/geographic developments or processes.

Explain how similarities and differences between historical/geographic developments or processes reflect underlying factors or trends.

Continuity and Change over Time

Identify patterns of continuity and/or change over time.

Explain patterns of continuity and/or change over time.

Explain significant turning points and broad patterns of continuity within a given time and place.

Incorporating Evidence

Claims

Write a defensible claim.

Write a defensible claim that establishes a line of reasoning.

Write a defensible claim that incorporates diverse evidence and addresses counterclaims to develop a complex argument.

Supporting Evidence

Describe specific examples of historically relevant evidence.

Explain how specific examples of historically relevant evidence support an argument.

Explain how specific examples of historically relevant evidence support an argument while accounting for contradictory evidence.

Contextualization

Describe a historical/geographic context for a specific historical/geographic development or process.

Explain how a specific historical/geographic development or process is situated within a broader historical context.

Explain how broader contexts inform a historical/geographic development or process.

GEOGRAPHY AND WORLD REGIONS

Key Concept Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
Principles of Geography LO G.1 Explain how geographers use maps and data to contextualize spatial relationships and examine how humans organize space.	EK G.1.A Maps convey representations of space, place, and location through symbols, keys, scale, and other manners of representation. EK G.1.B Maps reflect political and cultural contexts and prioritize, exclude, or distort information to serve a variety of purposes. EK G.1.C Geographers examine human and environmental patterns across space and time by synthesizing empirical data and maps with other primary and secondary sources. EK G.1.D Geographers use geospatial data, satellite technologies, and geographic information systems (GIS) to organize, represent, and reexamine human and environmental patterns across space and time.
Regionalization LO G.2 Examine the purpose, characteristics, and limitations of regions.	EK G.2.A Regions are created to organize space based on human or physical characteristics and patterns of human and physical activity, which change over time. EK G.2.B Types of regions include formal, functional, and perceptual/vernacular. EK G.2.C Regions vary in scale from local to global, and places can be located in multiple regions. EK G.2.D Regional boundaries are transitional and are sometimes contested and/or overlapping.
Spatial Reorganization LO G.3 Examine the causes and consequences of spatial reorganization.	EK G.3.A Spatial organization shapes and is shaped by patterns of economic activity, cultural diffusion, and political developments. EK G.3.B Spatial organization shapes and is shaped by birth and mortality rates, which are influenced by cultural, economic, environmental, and political factors. EK G.3.C Spatial, economic, political, environmental, and cultural factors in sending and receiving societies contribute to migration. EK G.3.D Migrations impact the demographic characteristics of both sending and receiving societies, which influence spatial organization as well as economic, political, and cultural development.

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>Human Adaptations to the Physical Environment</p> <p>LO G.4 Identify the causes and effects of human adaptations to the physical environment.</p>	<p>EK G.4.A Scarcity and surplus of natural resources shape patterns of exchange and transportation networks.</p> <p>EK G.4.B Individuals and societies adapt to their environments through innovations in food production, manufacturing, and technology.</p> <p>EK G.4.C Human adaptations and activities can result in the modification of environments and the long-distance diffusion of plants, animals, and pathogens.</p> <p>EK G.4.D Human interactions with the environment have intended and unintended consequences, including alterations to landscapes and changes in biodiversity.</p>
<p>Comparison of World Regions</p> <p>LO G.5 Compare the physical and human characteristics of key world regions.</p>	<p>EK G.5.A Regions can be defined by physical characteristics, including climate, biomes, landforms, and bodies of water.</p> <p>EK G.5.B Regions can be defined by cultural characteristics, including patterns of language, religion, ethnicity, foodways, and traditions.</p> <p>EK G.5.C Regions can be defined by population characteristics, including population density, fertility rates, and mortality rates, as well as by patterns of human development, which can be quantified using quality-of-life measures.</p> <p>EK G.5.D Regions can be defined by their level of economic development as well as by their primary (agriculture and resource extraction), secondary (manufacturing), and tertiary (service) activities.</p> <p>EK G.5.E Regions can be defined by political characteristics, including organization of states and territories, structures of government, and rules for political participation.</p>

THE ANCIENT PERIOD, TO C. 600 BCE

Key Concept Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>Human Adaptation and Migration in the Paleolithic World</p> <p>LO 1.1 Describe the changes in subsistence practices, migration patterns, and technology during the Paleolithic era.</p>	<p>EK 1.1.A 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.</p> <p>EK 1.1.B Cultural and social development in the Paleolithic world Language facilitated communal social organization and the spread of ideas and technologies.</p> <p>EK 1.1.C 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>
<p>Causes and Effects of the Neolithic Revolution</p> <p>LO 1.2 Explain the causes and effects of the Neolithic Revolution.</p>	<p>EK 1.2.A Causes of the Neolithic Revolution In response to environmental change and population pressure, humans domesticated animals and cultivated plants.</p> <p>EK 1.2.B 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 on the environment.</p> <p>EK 1.2.C 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>
<p>Origins of Complex Urban Societies in the Ancient World</p> <p>LO 1.3 Trace the transition from shifting cultivation to sedentary agriculture and the emergence of complex urban civilization.</p>	<p>EK 1.3.A Transition from shifting to sedentary agriculture The use of fertilization and terracing facilitated sedentary agriculture and village communities.</p> <p>EK 1.3.B Formation of hydrologic systems in early ancient Eurasian civilizations Complex hydrologic systems and bronze tools led to the development of ancient river valley civilizations.</p> <p>EK 1.3.C Formation of American civilizations in the absence of hydrologic systems Ancient Olmec and Chavin civilizations arose through sophisticated terracing and intercropping.</p>

Key Concept Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>Pastoralism in Ancient Afro-Eurasia</p> <p>LO 1.4 Explain the impact of pastoralism as it relates to lifestyle, environment, and sedentary societies.</p>	<p>EK 1.4.A <i>Animal domestication and the origin of pastoral lifestyles</i> The domestication of animals provided stable sources of meat, milk, and other animal products, but required mobility for water and grazing.</p> <p>EK 1.4.B <i>Expansion of pastoralism and human environmental interaction</i> The grazing needs of livestock altered the local landscape and reduced biodiversity.</p> <p>EK 1.4.C <i>Pastoral interactions with sedentary communities</i> Pastoralists both raided and traded with sedentary communities in order to diversify their diets and acquire goods.</p>
<p>State Formation in Ancient Afro-Eurasia</p> <p>LO 1.5 Identify the origins, expansion, and consolidation of the first Afro-Eurasian states.</p>	<p>EK 1.5.A <i>Origins of the first states in Afro-Eurasia</i> Political, religious, and economic elites emerged and extracted resources and labor from sedentary farmers and other producers to form and defend states.</p> <p>EK 1.5.B <i>Expansion of tributary states</i> The reliance on tribute encouraged states to expand through military conquest and political alliances.</p> <p>EK 1.5.C <i>Consolidation of ancient Afro-Eurasian states</i> Numeric calculation and writing facilitated record keeping and the establishment of legal codes that led to the consolidation of ancient Afro-Eurasian states.</p>
<p>Development of Ancient Afro-Eurasian Religions</p> <p>LO 1.6 Examine the continuities and changes in the development of ancient Afro-Eurasian religions and their impact on the states in which they were created.</p>	<p>EK 1.6.A <i>Declining significance of animism in complex urban societies</i> With the formation of cities and states, polytheistic religions shifted focus from the control of nature to human concerns.</p> <p>EK 1.6.B <i>Use of religion in establishing political authority</i> Leaders of ancient Afro-Eurasian states increasingly used religion and connections to the divine to legitimize their authority.</p> <p>EK 1.6.C <i>Origins and impacts of the first monotheistic religions</i> Judaism and Zoroastrianism were the first monotheistic religions, and both promoted specific moral and ethical behaviors.</p>
<p>Development of Ancient Afro-Eurasian Societies</p> <p>LO 1.7 Trace the changes in social and gender hierarchies in Afro-Eurasian societies from the Paleolithic to the classical period.</p>	<p>EK 1.7.A <i>Establishment of specialized labor</i> Successful agricultural practices led to surpluses and the development of skilled specialized labor.</p> <p>EK 1.7.B <i>Emergence of hierarchical social status</i> The emergence of coercive forms of labor contributed to an unequal distribution of wealth and the formation of social and political elites.</p> <p>EK 1.7.C <i>Development of gender roles</i> The use of plow-based agriculture and large-scale militaries contributed to the emergence of patriarchy.</p>

THE CLASSICAL PERIOD, C. 600 BCE TO C. 600 CE

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>Classical Empires in East Asia</p> <p>LO 2.1 Trace the origins, expansion, and consolidation of the Han Dynasty.</p>	<p>EK 2.1.A <i>Transition from a feudal to a centralized state under the Qin Dynasty</i> The Qin unified warring feudal states into a single centralized state through wars of conquest and established law codes informed by Legalism.</p> <p>EK 2.1.B <i>Political and philosophical expansion of the Han Dynasty</i> The Han established an expansive centralized empire that built on Qin bureaucratic structures by implementing systems of Confucian meritocracy.</p> <p>EK 2.1.C <i>Economic and religious foundations of the Han Dynasty</i> 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>
<p>South Asian States and Dharmic Religions</p> <p>LO 2.2 Describe the growth and key characteristics of South Asian religious and political development.</p>	<p>EK 2.2.A <i>Reactions to Vedic religion and Brahmanism</i> Buddhism and Upanishadic Hinduism arose in late Vedic South Asia as a reaction to the ritualism of Brahmanism.</p> <p>EK 2.2.B <i>The Mauryan Empire and the spread of Buddhism in India</i> Buddhism's monastic organization and appeal to lower classes, as well as support from merchants and the Mauryan Empire, contributed to Buddhist literary and artistic traditions diffusing throughout South Asia.</p> <p>EK 2.2.C <i>The Gupta Empire and the revival of Hinduism in India</i> The Gupta Empire was characterized by advances in science and mathematics and the sponsorship and revival of Hinduism.</p>
<p>Greek and Hellenistic States in the Classical Mediterranean</p> <p>LO 2.3 Summarize the political and cultural impact of Greek city-states and the Hellenistic states.</p>	<p>EK 2.3.A <i>Greek philosophical traditions and state building</i> Greek philosophical traditions explained the natural and human world through reason and observation and also shaped the republican and democratic forms of city-states.</p> <p>EK 2.3.B <i>Alexander the Great and the Hellenistic empires</i> The empire of Alexander the Great and the successor Hellenistic empires were built upon Persian political structures and spread Greek cultural and administrative practices to West, Central, and South Asia and North Africa.</p> <p>EK 2.3.C <i>Greek art and architecture and their spread</i> Greek philosophy and polytheistic religious traditions widely influenced the art, architecture, and culture of the Hellenistic and Roman empires.</p>

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<p>The Classical Roman Mediterranean</p> <p>LO 2.4 Examine the continuities and changes in the social, political, and economic structures of the classical Roman Mediterranean world.</p>	<p>EK 2.4.A <i>Imperial expansion and the fall of the Roman Republic</i> 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.</p> <p>EK 2.4.B <i>Political and cultural foundations of the Roman Empire</i> Greek and Hellenistic philosophical, political, and cultural practices influenced both the Roman Republic and Roman Empire.</p> <p>EK 2.4.C <i>The Roman imperial economy</i> The Roman 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>LO 2.5 Compare labor structures, social hierarchies, and gender relations in classical Afro-Eurasia.</p>	<p>EK 2.5.A <i>Labor structures in classical Afro-Eurasia</i> 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.</p> <p>EK 2.5.B <i>Social hierarchy in classical Afro-Eurasia</i> 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.</p> <p>EK 2.5.C <i>Gender relations in classical Afro-Eurasia</i> Patriarchal social structures continued to shape gender and family relations and were both challenged and reinforced by belief systems.</p>
<p>Trade Networks and Cultural Encounters in the Classical World</p> <p>LO 2.6 Trace the origins and assess the impact of long-distance overland and maritime trade in Afro-Eurasia during the classical period.</p>	<p>EK 2.6.A <i>Transportation technologies and long-distance overland trade</i> 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.</p> <p>EK 2.6.B <i>Silk Roads and the spread of Buddhism</i> Mahayana Buddhism spread from South Asia to parts of Central Asia and China via merchants and missionaries along the Silk Roads.</p> <p>EK 2.6.C <i>Early trade in the Indian Ocean and cultural and technological diffusion</i> 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 to East Africa.</p>

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>The End of Classical Empires and the Consequences in Afro-Eurasia</p> <p>LO 2.7 Summarize the consequences of the collapse of the Han and Roman empires during the classical period.</p>	<p>EK 2.7.A Collapse of the Han Dynasty Nomadic frontier incursions and excessive state expropriation of resources led to the erosion of Han imperial authority as local warlords gained power.</p> <p>EK 2.7.B 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.</p> <p>EK 2.7.C 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.</p>

THE POSTCLASSICAL PERIOD, C. 600 TO C. 1450

<p>Key Concept</p> <p>Learning Objective <i>Students will be able to ...</i></p>	<p>Essential Knowledge <i>Students need to know that ...</i></p>
<p>Early Islamic States</p> <p>LO 3.1 Describe the origins, expansion, and consolidation of the first Islamic states.</p>	<p>EK 3.1.A <i>Origins and basic tenets of Islam</i> Islam, a religion informed by Abrahamic and Arab traditions and the teachings of Muhammad, began in the seventh century on the Arabian Peninsula.</p> <p>EK 3.1.B <i>Establishment and expansion of the Arab Umayyad Caliphate</i> After Muhammad’s death, Sunni and Shi’a traditions of Islam developed, and his successors and the Umayyad caliphs established an Arab empire that adapted Byzantine political structures and expanded to South Asia and the Iberian Peninsula.</p> <p>EK 3.1.C <i>State consolidation, cosmopolitanism, and the Abbasid Caliphate</i> The Abbasid Caliphate continued Umayyad practices of qualified religious tolerance, created a cosmopolitan state that adapted Persian political and cultural traditions, and supported scholarship of global significance.</p>
<p>Postclassical States: Byzantine Empire and European Kingdoms</p> <p>LO 3.2 Compare the political, economic, and cultural structures of eastern and western Europe.</p>	<p>EK 3.2.A <i>Governmental structures of Byzantium and western Europe</i> In the feudal kingdoms of western Europe, the Roman church and the monarchs competed for political authority while emperors in the Byzantine Empire maintained imperial rule through control of both the state and the Eastern Orthodox church, especially after the East–West Schism.</p> <p>EK 3.2.B <i>Economic foundations of Byzantium and western Europe</i> 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.</p> <p>EK 3.2.C <i>The Crusades</i> 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 expanded economic and cultural interactions between the Islamic world and western Europe.</p>
<p>Postclassical States in East Asia</p> <p>LO 3.3 Examine political continuity and change in postclassical China.</p>	<p>EK 3.3.A <i>Neoconfucianism and state building in postclassical China</i> 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.</p> <p>EK 3.3.B <i>Economic foundations of the Tang and Song dynasties</i> The Tang Dynasty’s land redistribution system increased tax revenue from free peasants, expanded state investment in infrastructure projects, and promoted agricultural and artisanal production.</p> <p>EK 3.3.C <i>Imperial expansion and fragmentation in the Tang and Song dynasties</i> The Tang Dynasty expanded imperial borders but collapsed in the wake of internal conflict, leading to the Song Dynasty.</p>

Key Concept Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>The Mongols and the Revitalization of the Silk Roads</p> <p>LO 3.4 Explain the causes and consequences of the origin and expansion of the Mongol Empire.</p>	<p>EK 3.4.A <i>Origins and development of the Mongol Empire</i> Under Genghis Khan and his descendants, the Mongols of Central Asia conquered much of Eurasia, creating a large nomadic empire that stretched from East Asia to West Asia and eastern Europe.</p> <p>EK 3.4.B <i>Expansion of the Mongol Empire and the establishment of the Yuan Dynasty</i> Kublai Khan expanded the Mongol presence in Asia, conquering the Song Dynasty and establishing the Yuan Dynasty, where he and his descendants ruled through traditional Chinese institutions but accepted Muslims, Christians, and Buddhists.</p> <p>EK 3.4.C <i>Biological consequences of Silk Road exchange</i> 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>
<p>Trans-Saharan Trade and the Spread of Islam in Sub-Saharan Africa</p> <p>LO 3.5 Trace the development and impact of trans-Saharan trade.</p>	<p>EK 3.5.A <i>Origins and foundations of trans-Saharan trade routes</i> 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.</p> <p>EK 3.5.B <i>State building in the West African Sahel</i> The states of Ghana, Mali, and Songhai arose in the West African Sahel at transshipment points for the regulation and taxation of trans-Saharan trade in the arable Niger River valley.</p> <p>EK 3.5.C <i>Spread and impact of Islam in sub-Saharan Africa</i> 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>
<p>Long-Distance Trade and Diffusion in the Indian Ocean Basin</p> <p>LO 3.6 Examine the causes and effects of long-distance trade in the Indian Ocean basin.</p>	<p>EK 3.6.A <i>The establishment of Swahili city-states</i> 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.</p> <p>EK 3.6.B <i>Maritime technologies and the expansion of trade in the Indian Ocean basin</i> Improvements in maritime technologies and expanding global demand for spices, luxury goods, slaves, gold, and silver contributed to a significant increase in trade within and around the Indian Ocean basin.</p> <p>EK 3.6.C <i>Spread of technologies, cultural practices, and flora and fauna in the Indian Ocean basin</i> 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>

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>Postclassical Americas</p> <p>LO 3.7 Compare the political, economic, and cultural structures of the Maya, Inca, and Aztec states.</p>	<p>EK 3.7.A <i>Governmental structures of the Maya, Inca, and Aztec states</i> 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> <p>EK 3.7.B <i>Economic foundations of the Maya, Inca, and Aztec states</i> The three principal civilizations in the Americas were associated with long-distance trade and handicrafts and based on intensive agricultural production and varied forms of coercive labor.</p> <p>EK 3.7.C <i>Maya, Inca, and Aztec cultural and religious practices</i> The Maya, Inca, and Aztec rulers leveraged their perceived divine status and support from a priestly class to maintain control over large populations.</p>

THE EARLY MODERN PERIOD, C. 1450 TO C. 1750

<p>Key Concept</p> <p>Learning Objective <i>Students will be able to ...</i></p>	<p>Essential Knowledge <i>Students need to know that ...</i></p>
<p>Causes and Consequences of Iberian Maritime Exploration and Colonialism</p> <p>LO 4.1 Summarize the impact of new maritime technologies, shifting patterns of global trade, and changing political dynamics in the creation of Iberian maritime empires.</p>	<p>EK 4.1.A <i>The search for direct access to African and Asian markets</i> The Iberian Reconquista, growing western European demand for trade goods, and a desire to lower costs prompted traders to seek direct access to Asian markets and West African gold.</p> <p>EK 4.1.B <i>Diffusion of Asian maritime technology</i> The diffusion of Asian and Muslim maritime technologies and Arab geographic knowledge, incorporated with European metallurgical and woodworking skills, enabled Portuguese and Spanish exploration of the South Atlantic and beyond.</p> <p>EK 4.1.C <i>Iberian maritime colonization</i> The Portuguese established a trading-post empire in Africa and Asia, while the Spanish utilized metal and gunpowder weaponry to establish colonies in the Americas as Amerindian states and societies were depleted by disease.</p>
<p>Columbian Exchange and Atlantic Slavery</p> <p>LO 4.2 Explain the environmental and demographic consequences of the Atlantic system.</p>	<p>EK 4.2.A <i>Columbian Exchange</i> Trade and migration from Afro-Eurasia to the Americas resulted in the exchange of flora, fauna, and diseases, which promoted food security and demographic expansion in Afro-Eurasia while devastating many Amerindian populations.</p> <p>EK 4.2.B <i>The formation of plantation and extractive economies</i> European demand for crops, such as sugar and tobacco, and the global demand for silver resulted in the development and expansion of plantation and extractive economies in the Americas.</p> <p>EK 4.2.C <i>Coercive labor systems and the transatlantic slave trade</i> The demographic decline of the Amerindian population and the increased demand for labor from growing plantation and extractive economies led to increased use of coercive forms of labor, such as slavery.</p>
<p>Origins and Impact of the Western European Empires in the North Atlantic</p> <p>LO 4.3 Describe the causes and the global, political, and economic effects of the Atlantic system.</p>	<p>EK 4.3.A <i>State building in northwestern Europe</i> As the Spanish Empire declined, England, France, and the Netherlands centralized systems of taxation, government, and defense and established colonial settlements in North America and trading settlements and colonies in Asia and Africa.</p> <p>EK 4.3.B <i>Competition among western European empires</i> Western European maritime empires enacted mercantilist policies and established economic innovations such as joint-stock companies to finance colonial settlement in the Americas and promote trade.</p> <p>EK 4.3.C <i>Global consequences of the Atlantic economy</i> As Japanese silver production declined, American production met Chinese demands for silver, facilitating new levels of global economic integration.</p>

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>Early Modern Islamic Empires</p> <p>LO 4.4 Compare the territorial expansion, political structure, and cultural facets of the early modern Ottoman, Mughal, and Safavid empires.</p>	<p>EK 4.4.A <i>Territorial expansion and military innovation</i> Diffusion of gunpowder and the use of cannons and firearms contributed to the territorial growth of the early modern Islamic empires and the decline of local nomadic societies in Central Asia.</p> <p>EK 4.4.B <i>Cosmopolitanism in the early modern Islamic empires</i> The Mughal and Ottoman empires promoted social and political cohesion by enacting policies and practices of limited religious tolerance.</p> <p>EK 4.4.C <i>Varieties of religious policies in early modern Islamic empires</i> Islamic empires differed in their treatment of Sufis and often engaged in political and imperial conflicts that were religious in nature.</p>
<p>Land-Based Empires: Early Modern China and Russia</p> <p>LO 4.5 Compare the territorial expansion and foreign policies of early modern China and Russia.</p>	<p>EK 4.5.A <i>Ming and Qing imperial expansion</i> After China experienced nearly three centuries of stability under the Ming Dynasty, the Manchu invaded China, established the Qing Dynasty, and doubled China's imperial territory through military conquest and tribute-based diplomacy while maintaining Confucian principles.</p> <p>EK 4.5.B <i>Russian imperial expansion</i> The spatial reorganization and eastward expansion of the Russian state after the collapse of the Golden Horde led to a trans-Eurasian state and diminished the autonomy of Central Asian and Siberian nomadic societies.</p> <p>EK 4.5.C <i>Russian and Chinese engagement with the West</i> By the late 18th century, Russian imperial policies promoted the importation of Western goods, technology, and culture, while Qing China continued to have relatively limited contact with the West.</p>
<p>Early Modern Religion</p> <p>LO 4.6 Examine the continuities and changes in religions during the early modern period.</p>	<p>EK 4.6.A <i>Sikhism and religious diffusion in the Indian Ocean basin</i> Sikhism arose in South Asia as a new religion, while Theravada Buddhism spread across mainland Southeast Asia.</p> <p>EK 4.6.B <i>Early modern religious schisms</i> The Protestant and Catholic reformations led to religious conflicts that divided European states and societies, promoted literacy and education, and encouraged Catholic evangelicalism in the Americas.</p> <p>EK 4.6.C <i>New syncretic religions</i> Global connectivity led to new syncretic forms of religion including Vodun and other variations of Catholicism in the Americas that accommodated and incorporated Amerindian religious and cultural practices.</p>

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>Early Modern Western Society and Culture</p> <p>LO 4.7 Examine the continuities and changes in early modern society and culture.</p>	<p>EK 4.7.A <i>The Renaissance and the Scientific Revolution</i> The diffusion of Byzantine and Muslim scholarship of Greco-Roman texts to Europe, the increased use of improved printing technologies, and discoveries in the Americas contributed to the rise of humanism in the Renaissance and to the use of rationalism and empiricism to understand the natural world during the Scientific Revolution.</p> <p>EK 4.7.B <i>Continuities in western European social hierarchies</i> Land ownership continued to convey social status, generate wealth, and secure political influence in early modern societies despite the end of manorialism.</p> <p>EK 4.7.C <i>Changes in early modern social hierarchies</i> Commercial societies elevated the status of merchants, financiers, and urban professionals, while chattel slavery in the Americas contributed to the development of racial hierarchies.</p>

THE MODERN PERIOD, C. 1750 TO C. 1914

<p>Key Concept</p> <p>Learning Objective <i>Students will be able to ...</i></p>	<p>Essential Knowledge <i>Students need to know that ...</i></p>
<p>Causes of the Atlantic Revolutions</p> <p>LO 5.1 Examine the relative impact of the Enlightenment, imperial rivalry, and social polarization on the outbreak of revolutions.</p>	<p>EK 5.1.A <i>The Enlightenment</i> The Enlightenment, characterized by secular thinking and human reasoning, prompted questioning of the role of the church in society and the divine rights of rulers.</p> <p>EK 5.1.B <i>Imperial rivalry in the Atlantic</i> Imperial rivalry and conflict between European maritime empires created opportunities for independence movements.</p> <p>EK 5.1.C <i>Early modern political and social tensions</i> Expanding commerce and literacy as well as the growing middle class led to critiques of social hierarchy and political and clerical privilege.</p>
<p>Effects of the Atlantic Revolutions</p> <p>LO 5.2 Describe the long-term social and political impact of the Atlantic Revolutions.</p>	<p>EK 5.2.A <i>New American states</i> Successful colonial wars of independence led to the creation of new states and severely reduced the imperial presence of Spain and Great Britain in the Americas.</p> <p>EK 5.2.B <i>The French Revolution</i> The French Revolution and the Napoleonic Empire established a unitary nation-state with a republican constitution, diminished clerical and landed privilege, and provided political power to an emergent bourgeoisie.</p> <p>EK 5.2.C <i>Nineteenth-century reform movements</i> The Atlantic Revolutions inspired abolitionism, nationalism, republicanism, liberalism, and emergent feminism; led to movements that eventually ended Atlantic slavery; accelerated the creation and consolidation of nation-states; and democratized political rights.</p>
<p>The First Industrial Revolution</p> <p>LO 5.3 Explain the origins and significance of the first industrial revolution.</p>	<p>EK 5.3.A <i>Origins of the Industrial Revolution in Great Britain</i> Access to raw materials, a tradition of machine making, surplus labor, and state protections in Great Britain were key factors that resulted in the emergence of factories and ushered in the first industrial revolution.</p> <p>EK 5.3.B <i>Characteristics of early industrialization</i> The first industrial revolution utilized inanimate sources of energy and mechanized textile and iron production, increasing manufacturing productivity and consumerism and accelerating resource extraction.</p> <p>EK 5.3.C <i>Spread of industrialization</i> The first industrial revolution spread from Britain to the United States and parts of northwestern Europe, and by the early 19th century the West had surpassed China in economic production.</p>

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>The Second Industrial Revolution</p> <p>LO 5.4 Trace the continuities and changes between the first and second industrial revolutions.</p>	<p>EK 5.4.A Late 19th-century industrial innovations The second industrial revolution witnessed the dramatic expansion of efficient and highly capitalized forms of industrial manufacturing that were aided by the growing availability of cheap steel and electricity during the late 19th century.</p> <p>EK 5.4.B The global spread of industrialization Germany, Russia, Japan, and the United States experienced significant leaps in industrial growth to join Great Britain as industrial powers, prompting new levels of economic competition.</p> <p>EK 5.4.C Globalization, transportation, and information technologies Transportation and communication innovations increased opportunities for the global coordination and distribution of goods and facilitated unprecedented production of food and raw materials.</p>
<p>Imperial Expansion in the Late 19th Century</p> <p>LO 5.5 Describe the continuities and changes in 19th-century imperialism.</p>	<p>EK 5.5.A New imperialism and the second industrial revolution New imperialism in Africa and Asia was driven by nationalism, Social Darwinism, and economic objectives to secure raw materials and markets associated with the second industrial revolution.</p> <p>EK 5.5.B The expansion and contraction of overland empires The Russian and Austrian empires expanded as the Ottoman and Qing empires, facing financial, demographic, and political challenges, declined.</p> <p>EK 5.5.C Neocolonialism in Latin America Great Britain and the United States practiced economic imperialism in Latin America in order to obtain cheap foodstuffs and raw materials and to secure markets for the export of manufactured goods.</p>
<p>Reactions to Imperialism</p> <p>LO 5.6 Compare the responses to imperialism in the 19th century.</p>	<p>EK 5.6.A Violent resistance to imperialism Violent uprisings attempted by colonies and independent nations to stop or reverse the spread of Western European imperialism often failed and resulted in tighter imperial control.</p> <p>EK 5.6.B Self-rule In settler colonies such as Australia and Canada, local elites obtained dominion status and self-rule, while in direct-rule colonies such as India, local elites were often co-opted through access to Western lifestyles and education.</p> <p>EK 5.6.C Modernization reform movements The governments of the Ottoman Empire and Qing China enacted programs that aimed to modernize their economies and militaries in efforts to withstand Western imperial expansion.</p>

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>Consequences of Industrialization</p> <p>LO 5.7 Explain the social, political, and demographic effects of industrialization in the 19th century.</p>	<p>EK 5.7.A Social changes in industrial societies Industrialization led to rapid urbanization, new family structures, and new class identities.</p> <p>EK 5.7.B Political responses to industrialization While Marxist and socialist ideologies and trade unionism arose in response to widening economic and social inequities, many industrialized nations expanded suffrage and political representation in response to the growth of middle-class incomes and influence.</p> <p>EK 5.7.C Migration in the 19th century Industrialization, cheaper transportation, global agricultural markets, and the abolition of slavery led to mass migrations of Europeans to the Americas and Russians to Central and East Asia, as well as the global movement of East and South Asian indentured servants.</p>

THE CONTEMPORARY PERIOD, C. 1914 TO THE PRESENT

Key Concept Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>Origins and Outcomes of World War I in Global Context</p> <p>LO 6.1 Trace the origins of World War I and its immediate outcomes in global perspective.</p>	<p>EK 6.1.A <i>The global origins of World War I</i> Nationalism, imperial rivalry, and shifting diplomatic alliances among rival European powers led to the global outbreak and scale of World War I.</p> <p>EK 6.1.B <i>Global fronts and home fronts</i> With increasingly mechanized warfare and an unprecedented number of casualties, World War I was fought between large empires on a number of global fronts, and the superior domestic industrial production of the Allies ultimately helped them win the war.</p> <p>EK 6.1.C <i>The settlement of World War I</i> The Treaty of Versailles reorganized the defeated landed empires into new nation-states and expanded the victors' maritime empires—factors that contributed to anti-imperial movements and the outbreak of World War II.</p>
<p>A New Age of Revolutions: Mexico, Russia, and China</p> <p>LO 6.2 Compare the results of revolutions in Mexico, Russia, and China.</p>	<p>EK 6.2.A <i>The Mexican Revolution</i> The Mexican Revolution began a process of social and political reform and reaction, expropriating foreign-owned assets and gradually creating a mixed economy of state and private investment.</p> <p>EK 6.2.B <i>The Russian Revolution and Stalinism</i> The Russian Revolution led to the USSR as the first Communist state, which became increasingly nationalistic and authoritarian under Stalin, who established a planned industrial economy.</p> <p>EK 6.2.C <i>The Chinese Revolution</i> The Chinese Communist Party adapted Marxism–Leninism to the needs of an agrarian society and established a communist dictatorship under Mao Zedong that, despite implementing the Great Leap Forward and other initiatives, struggled to create a successful centrally planned industrial economy.</p>
<p>The Global Economy and the State Between the Wars</p> <p>LO 6.3 Identify the reasons for the expansion of government power and the emergence of authoritarian regimes in Europe and Japan.</p>	<p>EK 6.3.A <i>The Depression in global context</i> Burdened by war debt and protectionism, the global economy was further damaged by the 1929 stock market crash and its aftermath, which led to unprecedented levels of unemployment and state interventions in the economy and society.</p> <p>EK 6.3.B <i>Fascist states in Europe</i> Hostility toward the Treaty of Versailles, unemployment, and weak democratic institutions led to fascist states in Italy and Germany that gained popular support for extreme nationalism, territorial expansion, and racism.</p> <p>EK 6.3.C <i>Militarism in Japan</i> The emperor, the military, and the business community reacted to the economic challenges of the Depression by pursuing policies of imperial expansion that exploited weaknesses in the Meiji constitution and undermined recent efforts toward establishing a liberal state.</p>

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>World War II and the Decline of Empires</p> <p>LO 6.4 Explain the causes and effects of World War II.</p>	<p>EK 6.4.A <i>Appeasement and the origins of World War II</i> The appeasement and subsequent expansion of German, Italian, and Japanese empires was the result of U.S. isolationism, economic and political weakness in Britain and France, and the distrust between Western democracies and the USSR.</p> <p>EK 6.4.B <i>The human tragedies of World War II</i> World War II was the most lethal war in history, with the victims of genocide and ethnic cleansing and the civilian casualties of mass strategic bombing far outnumbering military casualties.</p> <p>EK 6.4.C <i>Decolonization after World War II</i> Disruptions and intensifications of colonial rule during the war sparked anti-imperialist movements that used both violence and diplomacy to create postcolonial states independent from empires that no longer had the economic or political will to sustain colonialism in the decades after the war.</p>
<p>A Global Cold War</p> <p>LO 6.5 Compare the impact of the Cold War in the developed and the developing worlds.</p>	<p>EK 6.5.A <i>The Cold War in the developed world</i> Though the Allies decisively defeated the Axis Powers, the growing distrust between the U.S. and the USSR during and immediately after the war led both nations to develop military industrial complexes, nuclear arsenals, and international military alliances, including NATO and the Warsaw Pact.</p> <p>EK 6.5.B <i>The Cold War in the developing world</i> Both the U.S. and the USSR advocated for the end to Western European empires, sought to build economic and political alliances with postcolonial states, backed rival regimes in the developing world, and sometimes intervened directly in proxy wars.</p> <p>EK 6.5.C <i>The end of the Cold War</i> Soviet economic deficiencies, its Afghanistan invasion, and the U.S.'s détente with China and accelerated military spending contributed to the ending of the Cold War.</p>

Key Concept	
Learning Objective <i>Students will be able to ...</i>	Essential Knowledge <i>Students need to know that ...</i>
<p>Foundations of Contemporary Globalization</p> <p>LO 6.6 Explain the origins of contemporary globalization.</p>	<p>EK 6.6.A Neoliberalism and transnational institutions International organizations as well as growing neoliberalism promoted the removal of barriers to international trade.</p> <p>EK 6.6.B Postindustrialization and the Pacific basin The massive shift of global manufacturing from the West to Asia and the Pacific basin accelerated with the reforms of Deng Xiaoping in China and was fueled by the lower cost of Asian labor, the freer flow of global investment, and the growth of postindustrial knowledge economies in the U.S. and Europe.</p> <p>EK 6.6.C Information, communication, and transportation revolutions Cellular and internet communications and transportation efficiencies led to unprecedented levels of connectivity that increased the speed of information transmission, global trade, and migration, and contributed to the globalization of cultural practices and forms.</p>
<p>Impact of Contemporary Globalization</p> <p>LO 6.7 Analyze the extent to which contemporary globalization resulted in social, cultural, political, and environmental change.</p>	<p>EK 6.7.A Environmentalism Global demographic expansion, accelerating consumerism, and the shift of manufacturing to the developing world both impacted the environment and stimulated environmentalism.</p> <p>EK 6.7.B Income and social inequality Contemporary globalization has generated substantial economic growth, but income and social inequality have continued to increase in most parts of the world.</p> <p>EK 6.7.C Reactions to globalism Religious fundamentalism and nationalism arose, sometimes in violent forms, in response to rising cultural, economic, and political globalization.</p>

THEMES IN PRE-AP WORLD HISTORY AND GEOGRAPHY

The course themes map out the core principles and processes of Pre-AP World History and Geography and offer students a broad way of thinking about the discipline. These ideas cut across all units of the course and serve as the connective tissue between key concepts, learning objectives, and essential knowledge statements that make up the focus of each unit.

- **Humans and the Environment:** Interactions between people and places
- **Governance:** Institutional power
- **Economic Systems:** Exchange and innovation
- **Culture:** Patterns of interaction
- **Society:** Hierarchies and social roles

Pre-AP World History and Geography Model Lessons

Model lessons in Pre-AP World History and Geography are developed in collaboration with history and social studies educators across the country and are rooted in the course framework, shared principles, and areas of focus.

- **Robust instructional support for teachers:** Pre-AP World History and Geography model lessons and accompanying student resources embody the Pre-AP approach to teaching and learning. Model lessons provide instructional support to teachers as they guide students in their investigations of historic and geographic relationships. The source-exploration activities offer student practice in examining primary and secondary sources based on the course learning objectives. Also included for each key concept is an Expanding Essential Knowledge resource, which provides background information to help students contextualize primary sources.
- **Key instructional strategies:** Commentary and analysis embedded in each lesson highlight not just what students and teachers do in the lesson, but also how and why they do it. This educative approach provides a way for teachers to gain unique insight into key instructional moves that are powerfully aligned with the Pre-AP approach to teaching and learning.

Teachers have the option to use any or all model lessons alongside their own locally developed instructional resources.

SUPPORT FEATURES IN MODEL LESSONS

The following support features recur throughout the Pre-AP World History and Geography lessons to promote teacher understanding of the lesson design and provide direct-to-teacher strategies for adapting lessons to meet their students' needs:

- **Why These Sources?**
- **Key Takeaways**
- **Meeting Learners' Needs**
- **What's Next?**

CLASSICAL PERIOD

DESIGNING INSTRUCTION


Source Exploration 2.2-C: The Gupta Empire and the Revival of Hinduism in India

SOURCES TO EXPLORE

Source 7 Comments by Marcus du Sautoy, professor of mathematics at the University of Oxford, on the origins of the symbol of zero, 2017

Source 8 Excerpted from J. Michael McKnight, *Kingship and Religion in the Gupta Age*, 1976

Source 9 Recent picture of one of the oldest surviving Hindu temples, built in fifth century CE during the Gupta Empire, located in present-day Bhitargaon, India



Sachan Neeraj / Shutterstock

Observe-and-Analyze Questions

1. According to du Sautoy, how did humanity's understanding of mathematics change in the third or fourth century?
2. How does source 8 describe the role of the Guptas?
3. How does the structure pictured in source 9 relate to sources 7 and 8?
4. Using the information provided by the sources, revise each pair of simple sentences into a single, sophisticated claim supported by detailed evidence.
They invented it. It was important.
They did some things the same.
They did some things differently.

WHY THESE SOURCES?

This trio of sources was selected to help students with no prior knowledge explore the Gupta state and the Guptas' tradition of sponsoring Hinduism as well as the arts and sciences. The information provided by these sources should provoke reactions from students who will likely not know about the Guptas' foundational contribution to mathematics, and the information will set up some interesting comparisons with other classical states students will study.

MEETING LEARNERS' NEEDS

- To assist novice readers, provide opportunities for students to check with a partner after examining each source to discuss misunderstandings or apply contextual clues to difficult vocabulary.
- To encourage close observation, project or provide multiple high-resolution photographs of the Hindu temple of Bhitargaon so that students can identify details that will introduce them to Gupta architectural sophistication.
- To build confidence with disciplinary vocabulary, ask students to compare source 9 with the Great Wall of China and monuments from the ancient period and discuss which structures best fit the concept of monumental architecture.

CLASSICAL PERIOD

KEY TAKEAWAYS

- Mathematicians began to think in ways that eventually led to zero being identified as a number in its own right. The concept of zero would go on to become a "key building block" of today's digital world. (Q1)
- The Guptas are described as taking power relatively quickly, projecting grandiose, superhuman images of authority, and invoking religious authority. (Q2)
- The fact that the Guptas sponsored the building of a Hindu temple is consistent with the connection between the Guptas and Hindu ideals of government described in source 8. The Gupta Empire would likely need people knowledgeable in architectural engineering and mathematics, as suggested by source 7, to build such a complicated structure. (Q3)
- Expansions of the simple sentences should communicate why the discovery and use of the zero symbol in Gupta India was important and create accurate comparisons and contrasts between the Gupta and Mauryan states. (Q4)

WHAT'S NEXT?

- Although several centuries separate the Mauryan and Gupta empires, both states faced similar challenges to their rule in trying to unite a religiously plural society. Have students explore similarities in the ways that both states addressed the multiplicity of religions in their empires.
- The Gupta Empire is often considered the golden age of Hindu culture. The "South Asia, 1-500 A.D." portion of the Metropolitan Museum of Art's Heilbrunn Timeline features many works of art that could be used for a gallery walk or jigsaw activity.
- The Palace Museum (Beijing, China) provides a virtual walking tour of their exhibit "Across the Silk Road: Gupta Sculptures and Their Chinese Counterparts During 400-700 CE," which illustrates how Gupta and East Asian art influenced each other.

Teacher Resource
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Pre-AP World History and Geography
TEACH

Why These Sources?
Provides insight into why the sources were selected as well as which aspects of the course framework the sources are intended to introduce or illuminate.

Key Takeaways
Summarizes for teachers the most important aspects of the sources students should explore during discussion of the observe-and-analyze questions.

Meeting Learners' Needs
Offers strategies to adapt or differentiate instruction to address the readiness or interest of students. The suggestions highlight ways to support or reinforce the learning with additional scaffolding or practice, vary the approach with alternate activities, or extend the learning with additional investigations or challenges.

What's Next?
Supports lesson planning by providing ideas for activities to accompany the source exploration that allow students to deepen their understanding of the concepts embedded in the included sources or to address relevant topics that are not explicitly referenced.

Pre-AP World History and Geography Assessments for Learning

Pre-AP World History and Geography assessments function as a component of the teaching and learning cycle. Progress is not measured by performance on any single assessment. Rather, Pre-AP World History and Geography offers a place to practice, to grow, and to recognize that learning takes time. The assessments are updated and refreshed periodically.

LEARNING CHECKPOINTS

Based on the Pre-AP World History and Geography Course Framework, the digital learning checkpoints 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 learning checkpoints are automatically scored, with results provided through feedback reports that contain explanations of all questions and answers as well as individual and class views for educators. Teachers also have access to assessment summaries on Pre-AP Classroom, which provide more insight into the question sets and targeted learning objectives for each assessment event.

The following tables provide a synopsis of key elements of the Pre-AP World History and Geography learning checkpoints.

Format	Two learning checkpoints per unit Digitally administered with automated scoring and reporting Questions target both concepts and skills from the course framework
Time Allocated	One 45-minute class period per assessment
Number of Questions	12–14 questions per assessment <ul style="list-style-type: none"> ▪ 11–13 four-option multiple choice ▪ 1–3 technology-enhanced questions
Stimulus Based	100%

Domains Assessed	
Key Concepts	Key concepts, learning objectives, and prioritized essential knowledge statements from the course framework
Skills	<p>Skills are assessed with regular frequency across all learning checkpoints:</p> <ul style="list-style-type: none"> ▪ evaluating evidence <ul style="list-style-type: none"> ◆ analyzing primary sources ◆ analyzing secondary sources ◆ assessing patterns in quantitative and qualitative evidence ▪ Explaining historical and geographic relationships <ul style="list-style-type: none"> ◆ causation ◆ comparison ◆ continuity and change over time ▪ incorporating evidence <ul style="list-style-type: none"> ◆ claims ◆ supporting evidence ◆ contextualization

Question Styles	<p>Question sets include two to four questions that focus on single or paired primary or secondary sources (including texts, maps, and charts).</p> <p>Each question set includes three types of questions:</p> <ul style="list-style-type: none"> ▪ Type 1: Analyzing Evidence: Students must draw upon evidence solely from the source to answer the question. ▪ Type 2: Analyzing Evidence and Disciplinary Reasoning: Students must draw upon source and outside content knowledge to answer the question. ▪ Type 3: Disciplinary Reasoning: Students must extend beyond the source and draw upon the key concepts and learning objectives from the unit to answer the question.
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PERFORMANCE TASKS

Each unit includes one performance-based assessment. The Pre-AP World History and Geography performance tasks are source analysis tasks and evidence-based questions that are modeled after AP document-based questions but with deliberate adaptations and scaffolds.

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

- **Part 1: 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. Part 1 is included for all units and designed for a 45-minute class period, though students may require more time for their first encounters with the task..
- **Part 2: Evidence-Based Essay:** Students construct a full evidence-based essay using the sources they examined in Part 1. In units three and four (the remaining two historical periods), students should be assessed on Part 1 and Part 2, with an emphasis on Part 2. Part 2 is only applicable to units taught in the latter half of the year (the Classical and Postclassical Periods for Pathway 1 and the Modern and Contemporary periods for Pathway 2). It is also designed for a 45-minute class period and assumes that students have completed Part 1.

Because schools will be teaching different historical periods based on their local curriculum and state standards focus, both Part A and Part B are provided for each historical unit.

Teachers participating in the official Pre-AP Program will receive access to online learning modules to support them in evaluating student work for each performance task.

Format	One performance task per unit Administered in print Educator scored using scoring guidelines
Length	One to two 45-minute class periods

Task Descriptions	
Part 1: Analyzing a set of sources, charting evidence, creating an outline	Administered in all units
Part 2: Using the outline from Part 1 to draft an evidence-based essay	Only administered in units taught in the latter half of the year: <ul style="list-style-type: none"> ▪ The Classical Period ▪ The Postclassical Period ▪ The Modern Period ▪ The Contemporary Period

SAMPLE PERFORMANCE TASK AND SCORING GUIDELINES

The following task and set of scoring guidelines are representative of what students and educators encounter on the performance assessments.

Sample Performance Task

PART 1: SOURCE-ANALYSIS TASKS

Directions: Closely read and examine the sources provided in order to complete a series of source-analysis tasks that result in a thesis statement and multiparagraph outline. The sources and tasks relate to the following evidence-based prompt.

To what extent did the second industrial revolution (c. 1860–1914) represent a change from the first industrial revolution (c. 1790–1860)?

Task A: Analyze the prompt and sources

Focus: Break down the prompt, access prior knowledge, and examine the evidence

Task B: Build the thesis from evidence

Focus: Synthesize the evidence, generate initial claims, and draft and contextualize the thesis

Task C: Create an essay outline

Focus: Write an introductory paragraph and outline body paragraphs using topic sentences and supporting details

Source 1

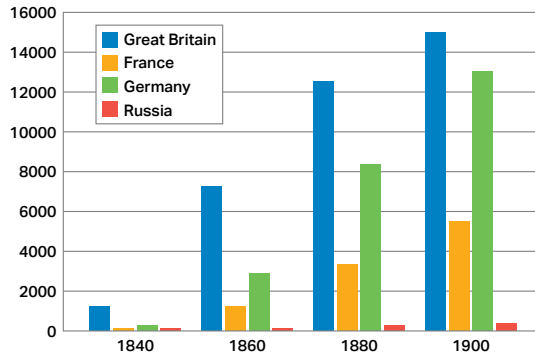
Gross Domestic Product (in millions of dollars)

Country / Region	1820	1870	1913
China	228,600	189,740	241,431
France	35,468	72,100	144,489
Germany	26,819	72,149	237,332
India	111,417	134,882	204,242
Japan	20,739	25,393	71,653
United Kingdom/Great Britain	36,232	100,180	224,618
United States	12,548	98,374	517,383

Source: Angus Maddison, Economics professor at University of Groningen (Netherlands), *Contours of the World Economy, 2007*

Source 2

Kilometers of railroad track for every 100,000 square kilometer of area



Source: Brian Mitchell, *International Historical Statistics, 2007*

Source 3

German socialist Friedrich Engels, *The Condition of the Working Class in England*, 1844

The streets [of factory towns] are usually unpaved, full of holes, filthy and strewn with refuse. Since they have neither gutters nor drains, the refuse accumulates in stagnant, stinking puddles. The view of Manchester is quite typical. The main river is narrow, coal-black and full of stinking filth and rubbish which deposits on the bank.

Source 4

William Alexander Abram, British journalist and historian, article, 1868

The conditions of the factory laborers has been vastly improved within the last quarter of a century. The Hours of Labor in Factories Act, passed in 1844, worked a thorough reform. The excessive hours of labor have been legally reduced to ten hours per day. Wages—thanks mainly to accelerated machinery and improved working conditions—have largely increased.

Source 5

Charles Peguy, French poet and philosopher, excerpt from an untitled essay, 1913

The world has changed less in the times since Jesus Christ than it has in the last thirty years.

Source 6

Centers of Industrial Concentration and Growth (shaded gray), 1840



Centers of Industrial Concentration and Growth (shaded gray), 1880



Source: John Merriman, *A History of Modern Europe*, 2009

TASK A: ANALYZE THE PROMPT AND SOURCES

To what extent did the second industrial revolution (c. 1860–1914) represent a change from the first industrial revolution (c. 1790–1860)?

Analyze the prompt

1. Underline or circle key words in the prompt. What is the topic of this prompt? What are you being asked to write about?

2. What do you know about this topic? List examples of prior knowledge that are relevant to this prompt.

Analyze the documents

3. Use the table on the next page to record information that may be relevant to the prompt. Be sure to include information from each of the sources as well as additional details from outside the sources.

Source	Notable characteristics of the first (c. 1790–1860) and second (c. 1870–1914) industrial revolutions	Evidence from the source
1		
2		
3		
4		
5		
6		
7		
Related details from outside the sources		

TASK B: BUILD THE THESIS FROM EVIDENCE

Synthesize the evidence

1. Review the details and evidence notes you recorded in Task A. Use the table below to reorganize this information to illustrate the most relevant economic continuities and changes between the first and second industrial revolutions.

Characteristics of the first and second industrial revolutions		
Characteristics of the first industrial revolution	Characteristics of the second industrial revolution	Explanation of whether characteristic continued or changed

Plan your thesis

Underline the simple position below that you believe has the strongest evidence to support it.

- i. The second industrial revolution was a continuation of the first industrial revolution.
- ii. The second industrial revolution was a change from the first industrial revolution

2. Write two strong claims that support your choice above. Include these claims when you write your thesis. They will also serve as topic sentences for your first two body paragraphs.

3. Revisit your notes on the sources. What is the most compelling counterclaim to your position? What will your thesis need to acknowledge regarding this counterclaim? Your answers to these questions will shape your topic sentence for your final body paragraph.

Plan your thesis in the space below. Consider the following questions as you draft and refine your sentence(s):

- Have you directly and completely addressed the prompt?
- Does your thesis go beyond the simple position chosen above to reflect the claims and counterclaim you developed?
- Do you need to use multiple sentences or words like *while* or *although* to clearly express both continuities AND changes while maintaining a clear position?

Contextualize your thesis

What additional information would help set the stage for your overall argument? List one or two relevant characteristics of the modern period that will contextualize your thesis.

TASK C: CREATE AN OUTLINE

Organize and expand upon your work from tasks A and B using the following outline. On the solid lines, write in complete sentences. On the dotted lines, write brief notes in the form of words, phrases, or abbreviations.

Introduction (contextualize your position and state your thesis)

Context: _____

Thesis: _____

Body paragraph 1 (first claim that supports your position)

Topic sentence: _____

Supporting evidence:
.....
.....
.....
.....

Body paragraph 2 (second claim that supports your position)

Topic sentence: _____

Supporting evidence: _____

Body paragraph 3 (counterclaim)

Topic sentence: _____

Supporting evidence: _____

PART 2: EVIDENCE-BASED ESSAY

Directions: Use the sources provided and your completed source-analysis tasks from Part 1 to respond to the following evidence-based prompt.

To what extent did the second industrial revolution (c. 1860–1914) represent a change from the first industrial revolution (c. 1790–1860)?

Your response should include the following elements:

- **Contextualization:** Describe a broader historical context relevant to the prompt.
- **Thesis:** Respond to the prompt with a historically defensible thesis that establishes a line of reasoning.
- **Argument development:** Demonstrate a complex understanding of the historical issue that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the prompt.
- **Use of the documents:** Support the argument with evidence from at least three of the provided documents.
- **Outside evidence:** Provide at least two examples or additional pieces of specific evidence beyond those found in the documents to support or qualify the argument.

Performance Task: Scoring Guidelines

PART 1

Evaluation Criteria	Available Score Points	Decision Rules
Task A: Analyze the prompt and sources (0–2 points)	1 point. Accurately explains the key topic of the prompt.	To earn this point, the response must provide a clear and accurate explanation of the key topic or topics related to the prompt. Students can also earn this point by accurately rephrasing the prompt in their own words.
	1 point. Analyzes a majority of the evidence.	To earn this point, the document chart must contain accurate statements connecting details from at least four documents to the prompt.
Task B: Build your thesis from evidence (0–2 points)	1 point. Organizes the evidence into categories relevant to the prompt.	To earn this point, the student must accurately sort at least four pieces of evidence into at least two categories. Evidence does not have to be explained in full sentences, but notes should indicate why the evidence fits the category.
	1 point. Provides at least two additional pieces of relevant evidence from outside of the documents in note form.	To earn this point, the student must cite at least two additional pieces of specific, relevant evidence that are not found in the documents. Note: Appropriate evidence cited in any response in Task A or B can be counted toward this point.
Task C: Create an outline (0–5 points)	1 point. Writes a historically defensible thesis that fully answers the prompt and establishes a line of reasoning.	To earn this point, the thesis must provide a defensible answer to the prompt that incorporates multiple relevant claims. The thesis can be more than one sentence.
	1 point. Writes one or more sentences that accurately describe a broader historical context relevant to the prompt.	To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, occur during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.
	1 point. Plans a body paragraph by writing a full topic sentence and outlining supporting evidence.	To earn this point, the topic sentence must make one of the defensible claims related to the thesis and supported by the notes on evidence.
	1 point. Plans a body paragraph by writing a full topic sentence and outlining supporting evidence.	To earn this point, the topic sentence must make one of the defensible claims related to the thesis and supported by the notes on evidence.
	1 point. Plans a body paragraph by writing a full topic sentence and outlining supporting evidence.	To earn this point, the topic sentence must make one of the defensible claims related to the thesis and supported by the notes on evidence.

PART 2

Evaluation Criteria	Available Score Points	Decision Rules
Thesis/Claim (0–1 point)	1 point. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
Contextualization (0–1 point)	1 point. Describes a broader historical context relevant to the prompt.	To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, occur during, or continue after the time frame of the prompt. This point is not awarded for merely a phrase or reference.
Evidence (0–3 points)	Evidence from the documents 1 point. Uses at least three documents to address the topic of the prompt. OR 2 points. Uses at least five documents to support an argument in response to the prompt.	To earn one point, the response must accurately describe—rather than simply quote—the content from at least three of the documents. To earn two points, the response must accurately describe—rather than simply quote—the content from at least five documents and use the content of the documents to support an argument in response to the prompt.
	Evidence beyond the documents 1 point. Uses at least two additional pieces of specific historical evidence (beyond the documents) relevant to an argument about the prompt.	To earn this point, the response must accurately describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.
Analysis and reasoning (0–1 point)	1 point. Demonstrates a complex understanding of the historical issue that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the prompt.	To earn this point, the response must corroborate, qualify, or modify an argument by explaining how diverse or alternative views or evidence can explain multiple disciplinary facets, such as: <ul style="list-style-type: none"> ▪ both similarity and difference ▪ both continuity and change ▪ multiple causes ▪ both cause and effect

FINAL EXAM

Pre-AP World History and Geography includes a final exam featuring multiple-choice and technology-enhanced questions as well as open-response questions. The final exam is a summative assessment designed to measure students' success in learning and applying the knowledge and skills articulated in the Pre-AP World History and Geography Course Framework. The final exam's development follows best practices such as multiple levels of review by educators and experts in the field for content accuracy, fairness, and sensitivity. The questions on the final exam have been pretested, and the resulting data are collected and analyzed to ensure that the final exam is fair and represents an appropriate range of the knowledge and skills of the course.

The final exam is designed to be delivered on a secure digital platform in a classroom setting. Educators have the option of administering the final exam in a single extended session or two shorter consecutive sessions to accommodate a range of final exam schedules.

Multiple-choice and technology-enhanced questions will be delivered digitally and scored automatically with detailed score reports available to educators. This portion of the final exam is designed to mirror the question styles and formats of the learning checkpoints; thus, in addition to their formative purpose, the learning checkpoints provide practice and familiarity with the final exam. The open-response questions, modeled after the performance tasks, will be delivered as part of the digital final exam but are designed to be scored separately by educators. Scoring guidelines are provided for the open-response questions.

The following tables provide a synopsis of key elements of the Pre-AP World History and Geography Final Exam.

Format	Digitally administered with automated scoring and reporting Questions target both concepts and skills from the course framework
Time Allocated	One 105-minute session or two sessions of 60 minutes and 45 minutes
Number of Questions	47–52 questions <ul style="list-style-type: none"> ▪ four-option multiple-choice questions ▪ technology-enhanced questions ▪ one multipart open-response question
Scoring	Automatic scoring for multiple-choice and technology-enhanced questions Educator scoring for open-response question Comprehensive score reports with individual student and class views for educators

Domains Assessed	
Key Concepts	Key concepts, learning objectives, and prioritized essential knowledge statements from the course framework
Skills	<p>Evaluating evidence</p> <ul style="list-style-type: none"> ▪ analyzing primary sources ▪ analyzing sources ▪ Assessing patterns in quantitative and qualitative evidence <p>Explaining historical and geographic relationships</p> <ul style="list-style-type: none"> ▪ causation ▪ comparison ▪ continuity and change over time <p>Incorporating evidence</p> <ul style="list-style-type: none"> ▪ claims ▪ supporting evidence ▪ contextualization

Question Styles	<p>Question sets include two to four questions that focus on single or paired primary or secondary sources (including texts, maps, and charts).</p> <p>Each question set includes three types of questions:</p> <ul style="list-style-type: none"> ▪ Type 1: Analyzing Evidence: Students must draw on evidence solely from the source to answer the question. ▪ Type 2: Analyzing Evidence and Disciplinary Reasoning: Students must draw on source and outside content knowledge to answer the question. ▪ Type 3: Disciplinary Reasoning: Students must extend beyond the source and draw on the key concepts and learning objectives from the unit to answer the question.
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SAMPLE ASSESSMENT ITEMS

The following questions are representative of what students and educators encounter on the learning checkpoints and final exam.

Directions: Questions 1–3 are based on the image below. Examine the image and then choose the best answer to each question.

The Maitreya Buddha (center) sitting on a throne, found in the Mogao Buddhist cave complex, located in northwestern China, c. 397–439

Maitreya Buddha was a bodhisattva who would appear in the future to teach the pure dharma.



Marcin Szymczak / Shutterstock

1. The image best supports which conclusion?
- (A) Buddhist shrines displayed Roman cultural influences.
 - (B) Buddhists rejected displays of material wealth.
 - (C) Buddhism maintained earlier cultural influences as it spread.
 - (D) Buddhism adopted Confucian traditions.

Assessment Focus

Question 1 is an example of a Type 2 question that measures both disciplinary reasoning skills and source analysis skills. Students must apply the knowledge and skills they gained from the unit when answering this image-based question. The caption identifies the location of the statue as Northwestern China, but Buddhism originated in South Asia. The fact that this sculpture in the Mogao Cave contains many elements similar to Classical Buddhist art in South Asia suggests that Buddhism maintained many of its original cultural influences as it spread to other areas.

Correct answer: C

Skill: Evaluating evidence and explaining historic and geographic relationships, continuity and change over time

2. Which choice most directly contributed to the creation of this artwork in this place and time?
- (A) The growing trade of luxury goods along the Silk Roads
 - (B) The improved knowledge of monsoons in the Indian Ocean basin
 - (C) The diffusion of new crops from Southeast Asia to East Africa
 - (D) The rise of regional Chinese warlords in response to the decline of the Han

Assessment Focus

Question 2 is an example of a Type 2 question that measures both disciplinary reasoning skills and source analysis skills. Students must apply the knowledge and skills they gained from the unit when answering this image-based question. The Silk Roads and a demand for foreign luxury goods helped create the transportation routes that facilitated the spread of Buddhism to China. This sculpture's existence is evidence that Buddhism was now a prevalent belief system in some regions of China.

Correct answer: A

Learning objective: Trace the origins and assess the impact of long-distance overland and maritime trade in Afro-Eurasia during the classical period. (LO 2.6)

Skill: Evaluating evidence and explaining historical and geographic relationships, causation

3. What was an important contributing factor to both the development of the Silk Roads and Indian Ocean trade routes?
- (A) Improved knowledge of weather patterns and monsoons
 - (B) New transportation technology that made travel more efficient
 - (C) Imperial investment in infrastructure and military protection
 - (D) Gupta policies that focused on spreading Indic culture as widely as possible

Assessment Focus

Question 3 is an example of a Type 3 question, where students must use content knowledge outside of the source to determine the best answer. Over the course of the classical period, new transportation technologies developed that improved people's ability to travel by both land and sea. Innovations, such as the use of camels as a form of transportation and improved sails on ships, contributed to the development and use of trade routes along the Silk Road and in the Indian Ocean.

Correct answer: B

Learning objective: Trace the origins and assess the impact of long-distance overland and maritime trade in Afro-Eurasia during the classical period. (LO 2.6)

Skill: Explaining historical and geographic relationships

Directions: Questions 4–6 are based on the passage below. Read the passage, and then choose the best answer to each question.

The Azamgarh Proclamation. Published in the English-language *Delhi Gazette* a week after British forces suppressed the Indian Rebellion in 1857. Originally written in Urdu in the name of the Mughal Emperor, Bahadur Shah Zafar, at the onset of the Sepoy Rebellion.

It is well known to all, that in this age the people of India, both Hindus and Muslims, are being ruined under the tyranny and oppression of the English. To provide information to the public, this proclamation is being circulated publicly.

Section I. Regarding Zamindars [wealthy land owners]

The British government have imposed high taxes, and have disgraced and ruined several zamindars who are summoned into court, arrested, put in jail, and disgraced.

Section II. Regarding Merchants

The treacherous British government have monopolized the trade of all the fine and valuable merchandise, such as cotton cloth, leaving only the trade of cheap goods to the people. Even with cheap goods, they impose taxes and fees.

Section III. Regarding Artisans

It is clear that, by the introduction of English manufactured goods into India, the cotton weavers and others involved in producing cotton fabrics are unemployed and have become beggars.

Section IV. Regarding Religious Leaders

Since Europeans are the enemies of both the Hindu and Muslim religions, the guardians of the religions are required to participate in the holy war.

Whoever shall still cling to the British government, all his estates shall be confiscated, and his property plundered, and he himself, with his whole family, shall be imprisoned, and put to death.

4. What was most likely the author's intended purpose for the passage?
- (A) to connect Indian arguments for independence to the ideals of French and British Enlightenment authors
 - (B) to convince South Asians that British rule has been harmful to many groups
 - (C) to outline reforms that will help the Mughal Empire better compete with Great Britain's manufacturing economy
 - (D) to harm Great Britain's economy through a coordinated boycott of English goods

Assessment Focus

Question 4 is an example of a Type 1 question that requires students to draw directly upon evidence from the primary source in order to answer the question. The text provides examples of how British rule has been harmful to many groups, specifically mentioning Hindu people, Muslim people, merchants, and cotton weavers.

Correct answer: B

Skill: Evaluating evidence

5. Why might British officials have translated and republished this passage in English after the Indian Rebellion of 1857 ended?
- (A) To frame the British actions taken to crush the revolt as an acceptable response
 - (B) To promote English as the language that can unite the peoples of South Asia
 - (C) To lessen religious tensions by emphasizing the common cause of Hindus and Muslims
 - (D) To legitimize the authority of the Mughal emperor as the British governor of South Asia.

Assessment Focus

Question 5 is an example of a Type 2 question that measures both disciplinary reasoning skills and source analysis skills. Students must apply the knowledge and skills they gained from the unit when answering this source-based question. British military actions could be more easily portrayed as necessary for self-defense if the Mughal emperor's advocacy for plundering and murdering those who failed to join the rebellion were republished and widely circulated after the fact.

Correct answer: A

Learning objective: Compare the responses to imperialism in the 19th century. (LO 5.6)

Skill: Evaluating evidence and explaining historic and geographic relationships contextualization

6. Which choice most accurately illustrates how the passage represents a continuity from a previous century?
- (A) Protestant leaders in the 1600s frequently called on people to set aside all religious differences for a common goal.
 - (B) Qing officials in the 1600s frequently protested the negative impact of aggressive European trading practices.
 - (C) European states in the 1700s frequently supported the end of government-established monopolies.
 - (D) North American revolutionaries in the 1700s frequently protested imperial policies of high taxes and political suppression.

Assessment Focus

Question 6 is an example of a Type 3 question, where students must use content knowledge outside of the source in order to determine the best answer. The text, published in 1857, provides an argument supporting rebellion against British imperial policies, which illustrates continuity from the North American protests and rebellion of the 1700s.

Correct answer: D

Learning objective: Compare the responses to imperialism in the 19th century. (LO 5.6)

Skill: Explaining historic and geographic relationships, continuity and change over time

Pre-AP World History and Geography Course Designation

Schools can earn an official Pre-AP World History and Geography course designation by meeting the requirements summarized below. Pre-AP Course Audit Administrators and teachers will complete a Pre-AP Course Audit process to attest to these requirements. All schools offering courses that have received a Pre-AP Course Designation will be listed in the Pre-AP Course Ledger, in a process similar to that used for listing authorized AP courses.

PROGRAM REQUIREMENTS

- The school ensures that Pre-AP frameworks and assessments serve as the foundation for all sections of the course at the school. This means that the school must not establish any barriers (e.g., test scores, grades in prior coursework, teacher or counselor recommendation) to student access and participation in Pre-AP World History and Geography coursework.
- Teachers have read the most recent *Pre-AP World History and Geography Course Guide*.
- Teachers administer each performance task and at least one of two learning checkpoints per unit.
- Teachers and at least one administrator per site complete a Pre-AP Summer Institute or the Online Foundational Module Series. Teachers complete at least one Online Performance Task Scoring Module.
- Teachers align instruction to the Pre-AP World History and Geography Course Framework and ensure their course meets the curricular requirements summarized below.
- The school ensures that the resource requirements summarized below are met.

CURRICULAR REQUIREMENTS

- The course provides opportunities for students to develop understanding of the Pre-AP World History and Geography key concepts and skills articulated in the course framework through the four units of study.
- The course provides opportunities for students to engage in the Pre-AP shared instructional principles.
 - ◆ close observation and analysis
 - ◆ evidence-based writing
 - ◆ higher-order questioning
 - ◆ academic conversation
- The course provides opportunities for students to engage in the three Pre-AP World History and Geography areas of focus. The areas of focus are:
 - ◆ evaluating evidence
 - ◆ explaining historic and geographic relationships
 - ◆ incorporating evidence

- The instructional plan for the course includes opportunities for students to continue to practice and develop disciplinary skills.
- The instructional plan reflects time and instructional methods for engaging students in reflection and feedback based on their progress.
- The instructional plan reflects making responsive adjustments to instruction based on student performance.

RESOURCE REQUIREMENTS

- The school ensures that participating teachers and students are provided computer and internet access for completion of course and assessment requirements.
- Teachers should have consistent access to a video projector for sharing web-based instructional content and short web videos.
- The school ensures that students have access to a range of primary and secondary sources outside of the Pre-AP instructional materials (either through textbook and ancillary materials or online source materials).

Accessing the Digital Materials

Pre-AP Classroom is the online application through which teachers and students can access Pre-AP instructional resources and assessments. The digital platform is similar to AP Classroom, the online system used for AP courses.

Pre-AP coordinators receive access to Pre-AP Classroom via an access code delivered after orders are processed. Teachers receive access after the Pre-AP Course Audit process has been completed.

Once teachers have created course sections, students can enroll in them via access codes. When both teachers and students have access, teachers can share instructional resources with students, assign and score assessments, and complete online learning modules; students can view resources shared by the teacher, take assessments, and receive feedback reports to understand progress and growth.



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