Date: **High School**

Course Title: Pre-AP World History

Textbook(s): The Earth and Its Peoples

Copyright date/Edition: 3rd

Transitional*_____(Eng. Dept. Only)

Sheltered (SDAIE)*____Bilingual*___

AP Honors****

Department:

CTE*:**
Industry Sector: _____

Pathway: _____
(check one)
___Intro ___ Intermediate __Capstone

Grade Level (s): 9

Semester **Year** X

Year of State Framework Adoption_____

This course meets graduation requirements:

( ) English
( ) Fine Arts
( ) Foreign Language
( ) Health & Safety
( ) Math
( ) Physical Education
( ) Science
(X) Social Science
( ) Elective

This course meets a-g requirements:
(__X__) "a" – Social Studies
(_____) "b" – ELA
(_____) "c" – Math
(_____) "d" – Lab Science
(____) "e" – Language (not English)
(_____) "f" – Vis/Perf Arts
(_____) "g" – College prep elective

Department/Cluster Approval	Date
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Is this course an adaptation from another source?
(__X_) No
(_____) Yes
If yes, please indicate the source of the original course:

_____

_____

***Instructional materials appropriate for English Language Learners are required.**

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

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

1. **Prerequisite(s): None.**

2. **Shor**

3.

		from local to global, overlap other regio

		affect ecology and biodiversity. Human movement of plants, animals, and pathogens alter physical landscapes and biodiversity and influence economic activities.
Comparison of World Regions	Compare the physical, cultural, and political characteristics of key world regions.	Maps and geographic information systems can be used to compare and delineate multiple regions using physical characteristics of regions such as climate, topography, and resources. Maps and GIS aid the construction of regions by documenting patterns of spatial organization. Cultural characteristics such as language, religion, gender, and ethnicity further define regions beyond their physical characteristics. Economic activities and political characteristics such as organization of states and territories, structures of government, and rules for political participation shape the definition of regions.

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

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

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

Causes and Effects of Neolithic Revolution	**Explain the causes and effects of the Neolithic Revolution.**	**In response to environmental**

Pastoralism in Afro-Eurasia	**Explain the impact of pastoralism as it relates to lifestyle, environment, and sedentary societies.**	**The domestication of animals provided stable sources of meat, milk, and other animal products, but required mobility for water and grazing.** **The dl'**

Development of Ancient Afro-Eurasian Religions	**Examine the changes and continu`**	

Each unit includes two short, online quizzes featuring mul

		The Han establishe

The Classical Roman Mediterranean	**Examine the changes and continuities in the social, political, and economic structure of the Classical Roman Mediterranean world.**	**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.**

		Empire relied on the extensive use of slave labor, sophisticated transportation infrastructures, and standardized weights, measures, and currency.
Classical Societies in Afro-Eurasia	**Compare labor structures, social hierarchies, and gender relations in Classical Afro-Eurasia**	**Classical economies relied on a range of labor forms, from free peasants and artisans in Greek city-states and the Han Dynasty to**

		empires.

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

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

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

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

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

Unit Title: The Postclassical Period, c. 600 to c. 14

		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 t

		his descendants, the Mongols of Central Asia conquered large swaths of Eurasia, creating a large nomadic empire that stretched from East Asia to West Asia and eastern Europe. **Kublai Khan expanded the Mongol presence in Asia, conquered the Song Dynasty and established the Yuan Dynasty in China, where they ruled through traditional Chinese institutions, but accepted Muslims, Christians, and Buddhists.** **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.**
Trans-Saharan Trade and the Spread of Islam in Sub-Saharan Africa	**Trace the development and impact**	

	and cultural structures of the Maya, Inca, and Aztec states.	**Political structures in the Classical and postclassical Americas vari]**

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

Part A: Source Analysis: Students examine a set of sources and complete three analysis tasks that represent the building blocks for drafting a full evidence-based essay. For the first two units in the course (geography unit and the first historical period), students should only be assessed on Part A. Part A is designed for a 45-minute class period.

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

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

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

Students acquire knowledge by evaluating evidence from a wide range of primary and secondary sources. (SLO2: Critical thinkers can use problem-solving skills, including logic and reason and use analytical and interpretive skills to make decisions).

Students demonstrate command of quantitative, qualitative, and spatial data by effectively incorporating them into written and oral arguments. (SLO1: Academic Achievers use effective reading, writing, speaking, and listening skills to produce SLO3: Quality Products showing strategic planning using technology).

Students explain relationships among events and people by marshaling evidence for causality, correlation, continuity, and change over time. (SLO 1, SLO 3, and SLO 2)

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

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

Describe the interdepartmental articulation process for this course:

The Social Science Department incorporates and reinforces skills which students learn in other departments: critical reading, the Claim, Evidence, Reasoning model of writing, as well as a host of other AVID strategies including Socratic Seminars and [illegible]

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

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

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

Each Pre-AP course focuses on three areas of focus that are central to the discipline and that emphasize the role of literacy, quantitative, and analytical skills that enable students to transfer knowledge within and across courses. All five Pre-AP disciplines also share a common set of principles, or routines, that guide classroom practice and undergird the Pre-AP instructional units. These routines fur al L al L lytitzey entpa

Type of material (book, manur					