

Curriculum Map Summary

Course: Literacy through World History/Pac Rim

Course Summary:

Learn history through reading, discussion, and writing. Classroom materials will include lectures, textbook chapters, historical documents, and current events.

Key Learning Objectives:

Students will make inferences and draw conclusions, analyze and form arguments, and resolve and synthesize conflicting opinions of history through reading, discussing, and writing.

Key Learning Strategy

- ❖ Read critically and annotate text
- ❖ Participate in a variety of small group and whole class discussions
- ❖ Apply knowledge of Greek & Latin affixes to build vocabulary
- ❖ Focus on argumentative and informative writing
- ❖ Support arguments with evidence
- ❖ Conduct independent research to supplement class material
- ❖ Present information appropriate to task, purpose, and audience
- ❖ Make connections to historical periods and events already studied
- ❖ Make connections to current issues, people, or events

Units	Major reading pieces	writing	listening/speaking
The Rise and Spread of Civilization <i>“What is a civilization and does one form?”</i> <i>“In what ways do civilizations influence each other?”</i>	Textbook Supplemental historical documents and current events	Unit test: open Note essay	Small group/whole class collaboration and discussion
The Ancient Greeks	Textbook	Unit test: open Note essay	Small group/whole class collaboration

<i>“How can cultural and political differences lead to conflict and change”</i>	Supplemental historical documents and current events		and discussion
The First Chinese Empires <i>“How can differing philosophies influence a culture?”</i>	Textbook Supplemental historical documents and current events	Unit test: open Note essay	Small group/whole class collaboration and discussion
The Romans <i>“How can new ideas lead to social and political change?”</i>	Textbook Supplemental historical documents and current events	Unit test: open Note essay	Small group/whole class collaboration and discussion
The Byzantine Empire and Emerging Europe <i>“What factors lead to the rise and fall of empires?”</i>	Textbook Supplemental historical documents and current events	Unit test: open Note essay	Small group/whole class collaboration and discussion
Islam and the Arab Empire <i>“How can religion influence the development of an empire?”</i>	Textbook Supplemental historical documents and current events	Unit test: open Note essay	Small group/whole class collaboration and discussion
Civilizations of East Asia <i>“How can invasion change the lives of people in conquered lands?”</i>	Textbook Supplemental historical documents and current events	Unit test: open Note essay	Small group/whole class collaboration and discussion
Crusades and Culture of the Middle Ages <i>“How did both innovations and disruptive forces</i>	Textbook Supplemental historical documents and current events	Unit test: open Note essay	Small group/whole class collaboration and discussion

<i>affect people during the Middle Ages?"</i>			
The Renaissance in Europe <i>"How can ideas be reflected in art, sculpture, and architecture?"</i>	Textbook Supplemental historical documents and current events	Unit test: open Note essay	Small group/whole class collaboration and discussion
The Reformation in Europe <i>"How can reform influence society and beliefs?"</i>	Textbook Supplemental historical documents and current events	Unit test: open Note essay	Small group/whole class collaboration and discussion
The Age of Exploration <i>"What are the effects of political and economic expansion?"</i>	Textbook Supplemental historical documents and current events	Open Note Essay	Small group/whole class collaboration and discussion
Novel	<i>Cleopatra's Daughter</i>	Journal responses Short writing assignments	Small group/whole class collaboration and discussion
Novel	<i>Berlin Boxing Club</i>	Journal responses Short writing assignments	Small group/whole class collaboration and discussion

Co-current skills	Mechanics that Stick (Level A/grades 6-8) [Grammar/punctuation/conventions]	Vocabulary: domain-specific, academic, and emphasis on Greek & Latin word parts
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Key Assessment Information:

Assessment frames:

- “Give your informed but personal evaluation and opinion of...”
- “As an expert on a historical period, write an abbreviated history of that period, with complete freedom to offer your opinions, interpretations, or personal musings about people and events along the way...”
- “Come up with a realistic program like _____ based on your own ideas and synthesis of the plans you learned about in your textbook and other readings.”
- “Evaluate _____ behavior during _____ including_____.”
- “As a _____, defend a system of _____ with reference to _____.”
- “As you read about _____, write an argument for why you would prefer to have been a member of one group or another...”
- “Evaluate the _____era. Do you agree or disagree or have a mixed opinion?”
- “Do you agree or disagree with the author?”
- “What inferences, interpretations, or connections can you make using the text?”
- “Do you approve or disapprove of this past or present policy, person, or movement? What can we learn from it/them?”
- “What problem(s) does the study of this person or policy help us solve?”
- “What can we infer from this text about this particular time, place, or culture?”
- “Write about _____ from the perspective of _____.”
- “What do we learn from this person’s life about their time and place and/or our own lives, times, current issues?”

Supplementary Material Summary List:

World History & Geography (textbook)

Art/photographs

Historical documents/current events articles

Mechanics that Stick Level A (grades 6-8)

Upfront Magazine

Historical fiction novels (*Cleopatra’s Daughter* and *The Berlin Boxing Club*)