

# Modern World History - Curriculum Map

2016-17 Academic Year

Dr. Marion Truslow

[Course Syllabus](#)

## Trimester 1 (12 Weeks & Exam Week)

Weeks 1-4	Weeks 5-8	Weeks 9-12 & Exam
<p><b>Content</b> Introduction to Project Eagle, topic selection, and research</p> <p><b>Skills</b> <b>1.Oral &amp; Written CommunicationTo stress effective writing skills and critical reading of documentary (primary) as well as interpretive sources.</b> Grammar, Writing Mechanics, Clarity, Delivery, Style &amp; Voice, and Vocabulary. The Writing Process Technology (Word Processing) All forms of expository essay writing using electronics as well as pen and pencil. Ability to synthesize and summarize dense materials. Public speaking enhancement</p> <p><b>2.Critical Thinking</b> <b>To emphasize content as well as critical analysis. It is imperative that students have a firm foundation in historical fact and a strong sense of perspective as a basis for analysis.</b> The development of a healthy skepticism. Evaluating and Assessing Synthesizing / Text to Text Building Augments Historical &amp; Literary Context Technology (Annotation, Gathering &amp; Manipulating Information) Chronological understanding Primary source interpretation and evaluation</p> <p><b>3.Problem Solving &amp; AdaptabilityTo aid the student in learning to handle the tools of historical study–research, analysis, interpretation, and presentation of information.</b> Innovative Thinking Systematic Methodology Willingness to Take Risks Comfort with the Unknown</p> <p><b>4.Intellectual Curiosity &amp; Desire to Learn Deeply</b> <b>To present material in a way that will enable students to relate their experiences in history to other areas of study/experience.</b> Research / Accessing Information Appreciation for Ideas Text to Self Ability to Ask Good Questions</p> <p><b>5.Global Connectedness</b> <b>To provide a strong emphasis on geography, both physical</b></p>	<p><b>Content</b> Ch. 5-7 Test (every other Monday) Project Eagle</p> <p><b>Skills</b> <b>1.Oral &amp; Written CommunicationTo stress effective writing skills and critical reading of documentary (primary) as well as interpretive sources.</b> Grammar, Writing Mechanics, Clarity, Delivery, Style &amp; Voice, and Vocabulary. 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<p><b>and cultural, and the role of geographical/environmental factors in history.</b>  <b>To promote awareness of both the world role of nations and the individual role of a responsible citizen.</b>          Awareness in what it means to be human and a part of civilizations in regional and global levels.          Empathy across All Boundaries          Geographical literacy          Multi-Cultural Knowledge / Awareness          Text to World          Historical &amp; Literary Context          Technology (Facility &amp; Understanding of WWW)  <b>6.Collaboration &amp; TeamworkTo engage the students in active learning with an experiential component.</b>          Accept and Give Responsibility          Listening, Responding, Compromising          Influencing Others          Positive-Minded.</p> <p><b>Assessments</b>          The assessments consist of multiple-choice tests, essays, debate, short papers, class discussion and preparation. These mirror the expectations of the AP Exam.</p>	<p><b>5.Global Connectedness</b>  <b>To provide a strong emphasis on geography, both physical and cultural, and the role of geographical/environmental factors in history.</b>  <b>To promote awareness of both the world role of nations and the individual role of a responsible citizen.</b>          Awareness in what it means to be human and a part of civilizations in regional and global levels.          Empathy across All Boundaries          Geographical literacy          Multi-Cultural Knowledge / Awareness          Text to World          Historical &amp; Literary Context          Technology (Facility &amp; Understanding of WWW)  <b>6.Collaboration &amp; TeamworkTo engage the students in active learning with an experiential component.</b>          Accept and Give Responsibility          Listening, Responding, Compromising          Influencing Others          Positive-Minded.</p> <p><b>Assessments</b>          The assessments consist of multiple-choice tests, essays, debate, short papers, class discussion and preparation. These mirror the expectations of the AP Exam.</p>	<p>Ability to Ask Good Questions  <b>5.Global Connectedness</b>  <b>To provide a strong emphasis on geography, both physical and cultural, and the role of geographical/environmental factors in history.</b>  <b>To promote awareness of both the world role of nations and the individual role of a responsible citizen.</b>          Awareness in what it means to be human and a part of civilizations in regional and global levels.          Empathy across All Boundaries          Geographical literacy          Multi-Cultural Knowledge / Awareness          Text to World          Historical &amp; Literary Context          Technology (Facility &amp; Understanding of WWW)  <b>6.Collaboration &amp; TeamworkTo engage the students in active learning with an experiential component.</b>          Accept and Give Responsibility          Listening, Responding, Compromising          Influencing Others          Positive-Minded.</p> <p><b>Assessments</b>          The assessments consist of multiple-choice tests, essays, debate, short papers, class discussion and preparation. These mirror the expectations of the AP Exam.</p>
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**Trimester 2 (11 Weeks & Exam Week)**

Weeks 13-16	Weeks 17-20	Weeks 21-23 & Exam
<p><b>Content</b>            Ch. 11-13            Test (every other Monday)            Project Eagle</p> <p><b>Skills</b>  <b>1.Oral &amp; Written CommunicationTo stress effective writing skills and critical reading of documentary (primary) as well as interpretive sources.</b>            Grammar, Writing Mechanics, Clarity, Delivery, Style &amp; Voice, and Vocabulary.            The Writing Process            Technology (Word Processing)            All forms of expository essay writing using electronics as well as pen and pencil.            Ability to synthesize and summarize dense materials.            Public speaking enhancement  <b>2.Critical Thinking</b>  <b>To emphasize content as well as critical analysis. It is imperative that students have a firm foundation in historical fact and a strong sense of perspective as a basis for analysis.</b></p>	<p><b>Content</b>            Ch. 14-16            Test (every other Monday)            Project Eagle</p> <p><b>Skills</b>  <b>1.Oral &amp; Written CommunicationTo stress effective writing skills and critical reading of documentary (primary) as well as interpretive sources.</b>            Grammar, Writing Mechanics, Clarity, Delivery, Style &amp; Voice, and Vocabulary.            The Writing Process            Technology (Word Processing)            All forms of expository essay writing using electronics as well as pen and pencil.            Ability to synthesize and summarize dense materials.            Public speaking enhancement  <b>2.Critical Thinking</b>  <b>To emphasize content as well as critical analysis. It is imperative that students have a firm foundation in historical fact and a strong sense of perspective as a basis for analysis.</b></p>	<p><b>Content</b>            Ch. 17-19            Test (every other Monday)            Project Eagle</p> <p><b>Skills</b>  <b>1.Oral &amp; Written CommunicationTo stress effective writing skills and critical reading of documentary (primary) as well as interpretive sources.</b>            Grammar, Writing Mechanics, Clarity, Delivery, Style &amp; Voice, and Vocabulary.            The Writing Process            Technology (Word Processing)            All forms of expository essay writing using electronics as well as pen and pencil.            Ability to synthesize and summarize dense materials.            Public speaking enhancement  <b>2.Critical Thinking</b>  <b>To emphasize content as well as critical analysis. It is imperative that students have a firm foundation in historical fact and a strong sense of perspective as a basis for analysis.</b></p>

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Primary source interpretation and evaluation  
**3.Problem Solving & Adaptability**To aid the student in learning to handle the tools of historical study—research, analysis, interpretation, and presentation of information.  
Innovative Thinking  
Systematic Methodology  
Willingness to Take Risks  
Comfort with the Unknown  
**4.Intellectual Curiosity & Desire to Learn Deeply**  
**To present material in a way that will enable students to relate their experiences in history to other areas of study/experience.**  
Research / Accessing Information  
Appreciation for Ideas  
Text to Self  
Ability to Ask Good Questions  
**5.Global Connectedness**  
**To provide a strong emphasis on geography, both physical and cultural, and the role of geographical/environmental factors in history.**  
**To promote awareness of both the world role of nations and the individual role of a responsible citizen.**  
Awareness in what it means to be human and a part of civilizations in regional and global levels.  
Empathy across All Boundaries  
Geographical literacy  
Multi-Cultural Knowledge / Awareness  
Text to World  
Historical & Literary Context  
Technology (Facility & Understanding of WWW)  
**6.Collaboration & Teamwork**To engage the students in active learning with an experiential component.  
Accept and Give Responsibility  
Listening, Responding, Compromising  
Influencing Others  
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**Trimester 3 (10 Weeks & Exam Week)**

Weeks 24-27	Weeks 28-31	Weeks 32-33
<p><b>Content</b> Ch. 20-22 Test (every other Monday) Project Eagle</p> <p><b>Skills</b> <b>1.Oral &amp; Written CommunicationTo stress effective writing skills and critical reading of documentary (primary) as well as interpretive sources.</b> Grammar, Writing Mechanics, Clarity, Delivery, Style &amp; Voice, and Vocabulary. The Writing Process Technology (Word Processing) All forms of expository essay writing using electronics as well as pen and pencil. Ability to synthesize and summarize dense materials. Public speaking enhancement <b>2.Critical Thinking</b> <b>To emphasize content as well as critical analysis. It is imperative that students have a firm foundation in historical fact and a strong sense of perspective as a basis for analysis.</b> The development of a healthy skepticism. 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