**Curriculum Plan**

Welcome to Hypothetical Traditional High School in New Hanover County Schools. I am your new hypothetical principal and in real life I would probably just assign you as the brand new teacher to a grade and a course. I would also hand you the textbook and a faculty manual and say welcome!

But since I am the nicest principal you may ever have, I will let you choose what grade and course you will teach. And you already chose your textbook. Luckily, you only have one course to prepare for this year:

**1. Pick one grade: 9 -12. \_**9**\_\_\_**

**2. Pick a course you want to teach. \_**World History**\_**

**3. State Standards:**Find the corresponding North Carolina curriculum standards at: <http://www.ncpublicschools.org/acre/standards/new-standards/>

**4. Calendars**

Then download both the following calendars from New Hanover Schools.

<http://www.nhcs.net/calendars.htm>

One is the traditional school calendar. The other is the testing calendar.

Assume you were hired for New Hanover County Schools this past year.

1. How many grading periods do you have? \_2\_
2. How many instructional days per grading period? \_80-85\_\_
3. How many days will reserved for teacher work days and testing? \_5-10\_\_

**5. Curriculum Mapping**

Look over the following before we make our curriculum plan: (Give brief answers but please look them over!)

1. What the students have been expected to learn during their past school years?

Students should have a basic understanding of the major events and time periods that have shaped the world into what we know it as today. Main focus on the first World History standard and introduction of the textbook.

1. What the students are to learn during the present school year?

This year, students will be able to understand the creation and development of societies, civilizations, and nations over time and how each change impacted one another. This is encompassed in all of the standards and is presented in chronological order.

1. What they are going to be required to learn in future grades?

In the coming years, the students will be able to look at the major events and time periods more in-depth, specifically those involving the United States and Civics and Economics. A heavy emphasis is placed on the sixth and seventh standards to gain more of a basic understanding of how the United States came to be and the events that led up to the Revolution. This emphasis extends into the new government and market system created in the US and it’s relationships with other nations across the globe, overall spanning from approximately the mid-eighteenth century into the modern age.

### 6. Year-long/Semester-long Planning

**What is It?** Year-long planning is the overall curriculum framework (scope and sequence) for a specific academic year or period. It serves as an outline of what topics and objectives will be taught and when they will be taught.

**Why is a Year-Long Plan Important?** Year-long planning provides for continual, sequential, integrated, and cumulative learning. It helps teachers to pace their presentations of the required curriculum and to ensure that all curriculum objectives are covered.

**Completing Year-Long Plans** Keep in mind the sample steps below when developing a year-long plan.

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| --- | --- | --- |
| checkmark | Step 1: | Identify the required general curriculum goals and objectives for your particular grade or subject. |
| checkmark | Step 2: | Identify specific benchmarks and performance standards. |
| checkmark | Step 3: | Identify how student progress will be measured. |
| checkmark | Step 4: | Consider the timing of local, state, and national assessments. |
| checkmark | Step 5: | Consider the timing of related topics covered in other classes. |
| checkmark | Step 6: | Determine themes for instruction and the applicable objectives that need to be covered within each topic. This is done by applying the curriculum guidelines. |
| checkmark | Step 7: | Keeping in mind the material to be covered, decide on what sequence of instruction will best meet the needs of the students. |
| checkmark | Step 8: | Outline topics to be covered within specific time periods (semesters, weeks, etc.). Identify what part of the required curriculum is being covered with individual topics in order to ensure all of the required curriculum will be taught. |

**7. View the example of a mathematics year-long plan.**

**8. So what do I have to do?**

Make a semester long block curriculum or a yearlong traditional curriculum that looks like the example.

(Separate File)

**9. What standards are not covered well by your textbook choice? What other materials and resources do you plan on using? (List a minimum of 5)**

WH.1: Apply the four interconnected dimensions of historical thinking to the Essential Standards for World History in order to understand the creation and development of societies/civilizations/nations over time.

The standard that is not covered well by the Contemporary’s History Textbook is the first. The book, written by Matthew T. Downey, explains and describes what happened before history was documented and began, but not fully in detail like many of the other subjects. In Downey’s defense, prehistory and these civilizations were around before people were concerned about where they came from or what happened before their life spans, so there is not as much available for researchers. The first NC standard focuses on these groups of people and learning how to think historically to fully comprehend the information provided throughout the rest of the book. Also, many events are referenced in the first chapter that mainly focuses on this standard that the student is expected to know some about from previous schooling. A few of those events are discussed later in the book in more detail, but still build off previous knowledge of the student.

5 resources:

Bookshare Contemporary’s World History: <https://www.bookshare.org/browse/book/264200?returnPath=L2Jyb3dzZS9hdXRob3I/bW9kdWxlTmFtZT1wdWJsaWMma2V5PU1hdHRoZXcgVC4gRG93bmV5>

Contemporary’s World History: <http://www.mcgraw-hill.co.uk/kingscourt/downloads/int-schools/contemporaryworldhistorybrochure.pdf>

Interactive Program Sampler: <https://www.mheonline.com/onlinesamples/program.php?subject=4&program=89&p=5>

The Age of Revolution: <http://highered.mcgraw-hill.com/sites/dl/free/0809222299/45391/WHistory3.html>

Contemporary’s World History Quizlet: <http://quizlet.com/8958169/contemporary-world-history-study-guide-flash-cards/>

Grading Rubric: 5 points total

One point each for quality work for each of the following:

1. Fully identified state standards and allotted them in a systematic way to each grading period.

2. Realistically allotted time to instruction keeping in mind the instructional days for each quarter. Identified the accurate amount of instructional days for each quarter.

3. Identified the standards students have mastered before your course, during your course, and will need to learn after your course.

4. Identified which standards were not well covered in the course and identified a minimum of 5 additional resources that could be used to supplement the textbook.

Adapted from [IRIS http://iris.peabody.vanderbilt.edu/cnm/chalcycle.htm](file:///C%3A%5CUsers%5CJanna%5CDesktop%5CIRIS%20http%3A%5Ciris.peabody.vanderbilt.edu%5Ccnm%5Cchalcycle.htm)

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| **WH.1:** Apply the four interconnected dimensions of historical thinking to the Essential Standards for World History in order to understand the creation and development of societies/civilizations/nations over time.* WH.1.1: Chronological thinking
* WH.1.2: Historical comprehension
* WH.1.3: Historical analysis and interpretation
* WH.1.4: Historical research
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| **WH.2:** Analyze ancient civilizations and empires in terms of their development, growth, and lasting impact.* WH.2.1: Geographic issues of the ancient civilizations
* WH.2.2: Governments of ancient civilizations
* WH.2.3: Codifying laws in ancient societies
* WH.2.4: Rise and spread of various empires
* WH.2.5: Development and growth of major Eastern and Western religions
* WH.2.6: Interaction between the Islamic world and Europe and Asia
* WH.2.7: Trade routes
* WH.2.8: Compare the conditions, racial composition, and status of social classes, castes, and slaves in ancient societies
* WH.2.9: Achievements of ancient civilizations
 |
| **WH.3:** Understand how conflict and innovation influenced political, religious, economic and social changes in medieval civilizations* WH.3.1: Religious influence on political power and cultural unity
* WH.3.2: Religious and secular struggles for authority
* WH.3.3: Innovations in agriculture, trade, and business
* WH.3.4: Desire for farmland
 |
| **WH.4:** Analyze the political, economic, social, and cultural factors that lead to the development of the first age of global interaction.* WH.4.1: Global interaction through interest in classical learning and religious reform
* WH.4.2: Political, social, and economic reasons for the rise of nation-states and empires
* WH.4.3: How agriculture and technology transformed daily life
* WH.4.4: Increased global trade
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| **WH.5:** Analyze exploration and expansion in terms of its motivations and impact.* WH.5.1: Motivations for exploration
* WH.5.2: Causes and effects of exploration and expansion
* WH.5.3: Colonization, access to resources, consequences on indigenous cultures
* WH.5.4: Investment in global exploration
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| **WH.6:** Understand the Age of Revolutions and Rebellions.* WH.6.1: New ideas and theories of the universe on political thought and economic and social conditions
* WH.6.2: Political Revolutions
* WH.6.3: Physical geography and natural resources influence on industrialism
* WH.6.4: Effects of industrialism and urbanization on social and economic reform
 |
| **WH.7:** Understand how national, regional, and ethnic interests have contributed to conflict among groups and nations in the modern era.* WH.7.1: Turning points of the modern era
* WH.7.2: Increase in economic and military competition
* WH.7.3:Economic and political rivalries, ethnic and regional conflicts, and nationalism and imperialism as underlying causes of war
* WH.7.4: Social and economic conditions of colonial rule
* WH.7.5: Capitalism
* WH.7.6: Economic crisis caused political and economic movements
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| **WH.8:** Analyze global interdependence and shifts in power in terms of political, economic, social and environmental changes and conflicts since the last half of the twentieth century.* WH.8.1: Global wars
* WH.8.2: international crisis on international politics
* WH.8.3: “New” balance of power
* WH.8.4: Scientific, technological and medical innovations of postwar decades
* WH.8.5: Changes in the environment
* WH.8.6: Liberal democracy, private enterprise, and human rights movements
* WH.8.7: Terrorists groups and movements
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Curriculum Plan

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| **Unit 1: The Beginning of Civilization** | **WH.1, WH.2:** Jan 2-10, 2013 |
| Chapter 1: The Earliest Humans (Prehistory-2500 BCE) | WH.1: allWH.2: 2.1, 2.3 |
| Chapter 2: Southwest Asia: Beginnings (1200-500 BCE) | WH.1: all WH.2: all |
| **Unit 2: The First Civilizations** | **WH.2:** Jan 11- Feb 8, 2013 |
| Chapter 3: Ancient Civilizations of North Africa (2700-500 BCE) | WH.2: 2.1, 2.2, 2.3, 2.7, 2.8, 2.9 |
| Chapter 4: The Indian Subcontinent (2500 BCE-500 CE) | WH.2: all |
| Chapter 5: Early Chinese Civilizations (1750 BCE-200 CE) | WH.2: all |
| Chapter 6: Ancient Greek City-States (1750-133 BCE) | WH.2: all |
| Chapter 7: Ancient Rome (500 BCE-500 CE) | WH.2: all |
| **Unit 3: Later World Civilizations** | **WH.2, WH.3:** Feb 11-Mar 12, 2013 |
| Chapter 8: The Byzantine Empire (330-1618) | WH.2: allWH.3:3.1 |
| Chapter 9: Islam and Muslim Civilizations (622-1699) | WH.3: all |
| Chapter 10: Civilizations of Africa (750 BCE-1570 CE) | WH.2: allWH.3: 3.1, 3.2, 3.3 |
| Chapter 11: The Americas (1400 BCE-1570 CE) | WH.2: allWH.3: all |
| Chapter 12: The Spread of Cultures in Asia (500-1650) | WH.3: all |
| **Unit 4: The Global Age** | **WH.3, WH.4, WH.5:** Mar 13-Apr 10 |
| Chapter 13: Medieval Europe (500-1300) | WH.3: allWH.4: 4.3WH.5: 5.2 (causes) |
| Chapter 14: Renaissance and Reformation (1300-1650) | WH.4: 4.1, 4.2, 4.3WH.5: 5.1, 5.2 |
| Chapter 15: Age of European Explorations (1415-1800) | WH.4: allWH.5: all |
| **Unit 5: Monarchies and Revolutions** | **WH.4, WH.5, WH.6, WH.7:** Apr 11-Apr 25 |
| Chapter 16: Political Revolutions (1600-1815) | WH.4: 4.2, 4.3, 4.4WH.5: 5.2 (effects), 5.3, 5.4WH.6: allWH.7: all |
| Chapter 17: Social Revolutions (1750-1910) | WH.5: 5.2 (effects), 5.3, 5.4WH.6: 6.1, 6.3, 6.4WH.7: 7.4, 7.5, 7.6 |
| **Unit 6: A New Age** | **WH.6, WH.7:** Apr 26-May 9, 2013 |
| Chapter 18: Nationalism in Europe (1815-1914) | WH.6: 6.1, 6.4WH.7: 7.3 |
| Chapter 19: Imperialism and Modernization (1800-1914) | WH.6: 6.1, 6.4WH.7: all |
| **Unit 7: The World at War** | **WH.7, WH.8:** May 10-23, 2013 |
| Chapter 20: World War I and the Russian Revolution (1914-1919) | WH.7: 7.2, 7.3, 7.6 |
| Chapter 21: Between the Wars (1919-1939) | WH.7: 7.2, 7.3, 7.6 |
| Chapter 22: World War II and the Cold War (1931-1955) | WH.7: 7.2, 7.3, 7.6WH.8: 8.1, 8.2 |
| **Unit 8: The World Today** | **WH.8:** May 24-31, 2013 |
| Chapter 23: The World Enters the 21st Century (1945-) | WH.8: all |