

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: Honors World Studies

Department: Social Studies (Teamed with English)

Teacher: Nick Sica

Grade level: 11

Description of Course:

This course, for the first semester, is designed to enhance student understanding of World History beginning with the Middle Ages and continuing through the present, with a major focus on European history. Second semester focus will be on Asia, Africa, and the Americas. Students will examine, define and analyze themes that are recurrent throughout the developing world from the Middle Ages to the modern era. Focus will be on understanding historical cultures and how politics, the economy, religion, society, geography, and technology contributed to the growth and development of various civilizations. Artistic focus will be on the visual arts, integrating the study of artists like Michelangelo and Picasso into our study of humanity and culture.

Students will read, analyze, and discuss primary source documents, in addition to literary voices such as: Shakespeare, Hugo, Allende, Paton, and Tan. Major projects may include a formal research paper, creative writing assignments, projects and classroom presentations.

School – Wide Expectations:

Academic:

1. Read actively and critically for diverse purposes
2. Communicate effectively using a variety of mediums
3. Write effectively for a variety of purposes
4. Utilize current technology and other resources to research, organize and evaluate possibilities to enhance learning
5. Think critically, creatively and effectively in order to solve problems, and to transfer solutions to complete authentic tasks across all disciplines

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course curriculum.

Social:

1. Exhibit personal responsibility and initiative
2. Understand, appreciate and respect diversity
3. Work cooperatively in an atmosphere of mutual respect

Civic:

1. Contribute as an active member of the community
2. Demonstrate civic responsibilities

Core Competencies:

1. Apply inquiry processes to support conclusions in the social sciences. (Research competency)
2. Evaluate historical or contemporary actions of people and/or events to develop evidence-based claims. (Evaluation competency)
3. Analyze the social, political, and economic factors of historical periods. (Analysis competency)
4. Demonstrate conceptual understanding of essential topics in the social sciences. (Comprehension competency)

Suggested Texts and Media (Software, A/V, etc.):

1. Textbook: *World History*. Elisabeth Ellis and Anthony Esler. Prentice Hall, 2007.
2. Select primary source documents.
3. Teacher created PowerPoint presentations.
4. Various documentaries and/or film: For example, "Martin Luther".
5. Use of Chromebook, Google Classroom, and other technological mediums.

We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the school year to enhance your student's educational experience. Parents/Guardians are welcome to review the available resources throughout the school year by contacting their student's teacher. Alternative assignments may be available upon request. Please contact the classroom teacher for further details.

Suggested Instructional Strategies:

1. Lecture: Through the use of PowerPoint presentations, the teacher will guide student learning on the key facts and concepts of the course.
2. Socratic Questioning: This method is used to explore with students, the depth of their understanding of key concepts and the ability to relate concepts.
3. Homework and Written Response Questioning: Reading assignments from the text and primary source documents are used to introduce students to concepts of importance to the course. Reading assignments may be accompanied by questions requiring students to demonstrate comprehension of assigned reading. Questions may also engage students in the analysis and evaluation of the information they are intended to comprehend. In most instances, the questions require students to answer in complete sentences, using the question as the root of the answer. This is done to promote effective written communication skills and in the preparation for state and national tests requiring a written response to an open ended question.
4. Projects: Group and individual projects require students to explore course themes with greater depth and understanding.

Suggested Assessment Strategies:

1. Quizzes/Tests: Teacher created quizzes and tests often include: multiple choice, matching, short answer, and/or an essay. Essay questions may also be given as take home assignments. Tests are intended to measure and assess student comprehension of fundamental concepts, the analysis of those concepts and the evaluation of the reasons underlying those concepts.
2. Projects: Teacher designed projects require students to apply key concepts, while encouraging individual creativity or group dynamics.
3. Research Paper: Students will demonstrate the ability to gather pertinent facts through research, to analyze those facts, to formulate a thesis, and to prove the thesis using accurate facts written in his or her own words, and to correctly cite the sources (in MLA format). For example, students may be asked to research and discuss the influence of a particular artist, scientist, philosopher or other influential person on the Renaissance era.
4. Final Examination: This comprehensive exam covers course material. For the first semester, exam focus will be on European history. Second semester focus will be on Asia, Africa and the Americas. Final exams count for 15% of the semester grade.

