Directions: This template must be used for all other content areas taught and for each course required for graduation, excluding language arts, math and science content areas and courses. For each other content area or course, complete the document below to include all appropriate Strands and Concepts for the course.

Curriculum Planning Document – Social Studies			
Content Area/Grade Level: Social Studies/High School - World History (Semester A and B)			
Course Description: World History A and B provide a robust and comprehensive overview for your students. Beginning with early civilizations in the Middle East, India, and China, the combined eight units conclude with a survey of the world since 1945. Other topics include a review of the Byzantine empire, the resurgence of Europe, and the impacts of nationalism and democracy. The courses are flexible, offering optional topics, an array of learning resources, and a variety of engaging activities. Each course takes approximately 90 class periods, or 18 weeks, to complete.			
	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Strand 2: World History (Semester A and B)			
Concept 1: Research Skills for History **PO 1**. Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales. **PO 2.** Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time). ***PO 3.*** *Formulate questions that can be answered by historical study and research.* **PO 4.** Construct graphs, tables, timelines, charts, and narratives to interpret historical data. **PO 5**. Evaluate primary and secondary sources for:	The Edmentum LMS (PLATO Courseware) as detailed in the narrative, includes a diverse set of instructional methodologies integrated into each course. These instructional methods include: computer assisted learning systems, virtual classrooms, virtual labs, electronic field trips, electronic mail and messaging, virtual tutoring, online help desk, a wide array of formative assessments and non-computer activities. The common design elements and activities combined with a thorough initial orientation video lecture support a student's quick understanding of the delivery	Mastery for each course will be based on the student meeting the prescribed Performance, Participation, and Progress requirements. The Fifth Arrow Online Instruction online program is designed to foster high expectations for staff and students. The goal for all students is to meet 100% of the expected progress and 100% of the expected weekly participation. The desired performance goal for	Continues Throughout Course

a. authors' main points b. purpose and perspective c. facts vs. opinions d. different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective) e. credibility and validity **PO 6.** Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world. **PO 7**. Compare present events with past events: a. cause and effect b. change over time different points of view	system. This immediate understanding enables a student to focus on the content right from the beginning of the first lesson. Each course utilizes a variety of methods and has the flexibility to allow teachers to modify the program to suit individual student learning needs. The Edmentum LMS (PLATO Courseware) enables the teacher to employ numerous educational delivery options for each online course. The ability to modify delivery methods empowers teachers to efficiently and effectively support differentiation of instruction, customized assessments, and supplementation of course material for different learning styles. Providing online students a choice in how they absorb content is considered a key to supporting different learning styles. The primary delivery method for the proposed content, is web-based online delivery. Based on needs identified by	all students is to attain a score of 100% on all assignments. The minimum that will be accepted on each assignment and assessment is 70%. ***Assessment and Testing*** Best practices in assessment and testing call for a variety of activities to evaluate student learning. Multiple data points present a more accurate evaluation of student strengths and needs. **Formative and Summative Assessments** contained in the web-delivered content, which include authentic learning and objective assessments are used to show mastery: • Unit pretests (typically designed for	

	teacher monitoring, formative and summative assessment, or student request, the delivery method can be modified in numerous ways. **<u>Flexible deliverability</u>** **All online materials are printable.** The interface and font of the content can be adjusted to minimize the amount of ink used in printing. **eNotes**: In lieu of paper notes, the students have the option to take eNotes while listening to & interacting with the tutorials or while studying the online readings and content. These notes can be made available at the end of lesson or course assessment at the discretion of the teacher and the individual student. **Secure internal messaging system:** provides the option for synchronous or asynchronous support of student learning. **Teacher online office hours:** Teachers provide four hours of online synchronous office	credit recovery use) • Mastery tests • Lesson Activities • Unit Activities • Online Threaded Discussions • Unit Post-Tests • End-of-Semester Exam **<u>Authentic Learning Assessments</u>**: Of the assessment tools available in this course, three are designed specifically to address higher-level thinking skills and operations: Lesson activities, unit activities, and discussions. These authentic learning activities allow students to develop deep understanding and provide data for the teacher to assess knowledge development. They also provide a tool for assessing identified	

	hours. Additional synchronous time can be requested by students as needed. **Phone communication as required.** Teachers will have access to phone numbers and refer students and parents to a phone conference as required. **Supplemental assignments:** The content can be delivered by all lessons or one lesson at a time. Teachers may determine that an alternative assignment that covers the same objective may be appropriate. These alternative assignments will be approved by the administration and delivered electronically to the student. **Supplemental resource links:** Students may seek out additional information or guidance about a lesson objective by utilizing a personal search engine such as Google. Teachers will also collect and send out additional resource links as the need arises. All links will be submitted for approval by the Fifth Arrow administrator.	Common Core mathematical practices, inquiry skills, STEM skills, and 21st century skills. The following comments address their use for assessment. • **Lesson Activities** immerse the student into one or more in-depth problems that center on developing a deep understanding of the learning objective. All Lesson Activities in this course are self-checked by the student; however, it is possible to submit this work for teacher grading on paper, by email, or by	

	Practice exercises: The teacher may assign practice exercises in addition to the online content. The teacher would have the opportunity to weight these additional assignments as part of the lesson performance score, as part of the participation grade, or as extra credit. Any editing or adjustment of the student's score requires a full justification in the notes section at the time the teacher makes the change. **Universal access:** The content is available at all times and on all days. Students will be able to access their online content as long as they have access to the Internet. Those that seek help from someone that may not have a computer or Internet may print the material and seek help while working on the paper version. **Learning Aids:** Learning aids within the courseware that are designed to assist students include: • eNotes • Resource Folder	creating a drop box activity in the course learning path. • **Unit Activities** are similar to Lesson Activities, but more time intensive and require a more integrative understanding of the unit's objectives. Unit activities are teacher graded and submitted through the drop box. These activities allow the instructor to score work on a scale of 0 to 100. A 10-point suggested rubric is provided to both the student and the teacher for	

	• Dictionary • Text to Speech (content reader) • Translator (16 languages) • Scientific Calculator • Math tools (graphing tool, histogram, scatter plot, stem &leaf) Students will be guided to these tools at the time of enrollment, during the video orientation, and as the need is identified by the teacher.	this purpose. A minimum score of 70% is required. • **Discussions** encourage students to reflect on concepts, articulate their thoughts, and respond to the views of others. Thus, discussions help teachers assess students' critical-thinking skills, communication skills, and overall facility with the unit concepts. Each unit in this course has one predefined discussion topic. Instructors can customize the course,	

		however, to include additional discussion topics. Online discussions may use whatever rubric the instructor sets. A minimum score of 70% is required. **<u>Objective Assessments.</u>** There is a specific learning objective associated with each lesson, which is assessed through objective assessments at multiple points during the course: at the end of the specific lesson, at the end of the unit, and at the end of the semester. Additionally, there are optional unit pretests. • **Unit pretests** are optional multiple-choice assessments,	

		typically designed for credit recovery use. If a student shows mastery of a lesson's objective (70% proficiency), the student will be automatically exempted from that module in the upcoming unit. • **Mastery tests** at the end of each lesson provide the instructor and the student with clear indicators of areas of strength and weakness. These multiple-choice tests are taken online and contain randomly generated	

		questions. A minimum score of 70% is required and a student may retake the mastery tests as many times as needed to demonstrate at least a 70% proficiency. • **Unit posttests** help instructors track how well students have mastered the unit's content. The tests are multiple-choice and are provided online. A minimum score of 70% is required. • **End-of-semester tests** assess the major objectives covered in the	

		course. The End-of-Semester Test will be proctored (required) and a minimum score of 70% is required. Remediation assignment will be provided if a student does not meet the 70% requirement, and then a new End-of-Semester test will be administered. By combining the unit pretest (if applicable) and unit posttest information with the end-of-semester test results, the instructor will gain a clear picture of student progress. The tests are multiple-choice (randomly generated questions) and are provided	

		online. **Remediation:** Students that attain less than 70% on assignments will be required to complete a remediation assignment and make corrections to the assignments and eNotes. Teachers will work with the student to assist and reteach as needed. **Instructional Feedback:** Teachers will provide instructional feedback in teacher-graded assignments. Students will email the teacher with confirmation that the teacher's comments and instructional was read and understood. **A midterm project** is required. Examples include: • Virtual field trip • Group or individual	

		service learning activities • Video presentation • Web portfolio • Book Report • Research Project **A final research paper** is required. • It relates to or enriches course content • Students will have multiple topic options • Students may request an alternate subject (in a timely manner & appropriately) • MLA format is required • Six traits rubric used **<u>Scoring Rubric will vary based on type of activities in each course. Example:</u>** • Participation and Progress = 10% • Discussions = 10%	

		• Drop Box (Unit/ Lesson Activities) = 20% • Post Unit Tests = 20% • Midterm Project = 10% • End-of-Semester Test = 20% • Final Research Paper = 10% Total=100% **<u>Curriculum Reports:</u>** Edmentum LMS (PLATO Courseware) provides a wide array of reports that provide useable data concerning mastery of each lesson and assignment. Reports include: • Learner Progress Report by Learner • Learner Progress Report by Class • Learner Daily Usage by Learner • Learner Daily Usage by Class	

		and Assignment • Curriculum Items Response Report Curriculum Strengths and Needs by Class	
Concept 2: Early Civilizations **PO 1.** Describe the development of early prehistoric people, their agriculture, and settlements. **PO 2.** Analyze the development and historical significance of Hinduism, Judaism, Buddhism, Christianity, and Islam. **PO 3**. Analyze the enduring Greek and Roman contributions and their impact on later civilization: a. development of concepts of government and citizenship (e.g., democracy, republics, codification of law, and development of empire) b. scientific and cultural advancements (e.g., network of roads, aqueducts, art and architecture, literature and theater, mathematics, and philosophy) **PO 4.** Analyze the enduring Chinese contributions and their impact on other	(See above) **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)	(See above) Module Mastery Tests Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course

civilizations: a. development of concepts of government and citizenship (e.g., Confucianism, empire) b. scientific, mathematical, and technical advances (e.g., roads, aqueducts) cultural advancements in art, architecture, literature, theater, and philosophy			
Concept 3: World in Transition **PO 1**. Contrast the fall of Rome with the development of the Byzantine and Arab Empires (e.g., religion, culture, language, governmental structure). **PO 2**. Compare feudalism in Europe and Japan and its connection with religious and cultural institutions. **PO 3**. Compare the development of empires (e.g., Roman, Han, Mali, Incan/Inkan, Ottoman) throughout the world. **PO 4**. Describe the interaction of European and Asian civilizations from the 12th to the 16th centuries: a. Crusades b. commerce and the Silk Road c. impact on culture d. plague	(See above) **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)	(See above) Module Mastery Tests Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course

Concept 4: Renaissance and Reformation **PO 1**. Analyze the results of Renaissance thoughts and theories: a. rediscovery of Greek and Roman ideas b. humanism and its emphasis on individual potential and achievements c. scientific approach to the natural world d. Middle Eastern contributions (e.g., mathematics, science) e. innovations in the arts and sciences. **PO 2.** Explain how the ideas of the Protestant Reformation and the Catholic Reformation (e.g., secular authority, individualism, migration, literacy and vernacular, the arts) affected society.	(See above) **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)	(See above) Module Mastery Tests Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course

Concept 5: Encounters and Exchange **PO 1**. Describe the religious, economic, social, and political interactions among civilizations that resulted from early exploration: a. reasons for European exploration b. impact of expansion and colonization on Europe c. impact of expansion and colonization on Africa, the Americas, and Asia d. role of disease in conquest e. role of trade f. navigational technology g. impact and ramifications of slavery and international slave trade h. contrasting motivations and methods for colonization	(See above) **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)	(See above) Module Mastery Tests Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course
Concept 6: Age of Revolution **PO 1**. Contrast the development of representative, limited government in England with the development and continuation of absolute monarchies in other European nations: a. absolute monarchies (e.g., Louis XIV, Peter	(See above) **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as**	(See above) Module Mastery Tests Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course

the Great, Philip II) b. the Magna Carta, the English Bill of Rights, and parliamentary government c. the ideas of John Locke **PO 2.** Explain how new ideas (i.e., Heliocentrism, Scientific Method, Newton's Laws) changed the way people understood the world. **PO 3.** Explain how Enlightenment ideas influenced political thought and social change: a. Deism b. role of women c. political thought d. social change **PO 4**. Analyze the developments of the French Revolution and rule of Napoleon: a. Reign of Terror b. rise of Napoleon c. spread of nationalism in Europe d. defeat of Napoleon and Congress of Vienna **PO 5.** Explain the revolutionary and independence movements in Latin America (e.g., Mexico, Haiti, South America).	**required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)		

PO 6. Analyze the social, political, and economic development and impact of the Industrial Revolution: a. origins in England's textile and mining industries b. urban growth and the social impact of industrialization c. unequal spread of industrialization to other countries d. political and economic theories (nationalism, anarchism, capitalism, socialism)			
Concept 7: Age of Imperialism **PO 1**. Explain the rationale (e.g., need for raw materials, domination of markets, advent of national competition, spread of European culture/religion) for imperialism. **PO 2**. Trace the development of the British Empire around the world (e.g., America, Southeast Asia, South Pacific, India, Africa, the Suez). **PO 3**. Describe the division of the world into empires and spheres of influence during the 18th and 19th centuries (e.g., British, French, Dutch, Spanish, American, Belgian). **PO 4.** Analyze the effects of European and	(See above) **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes	(See above) Module Mastery Tests Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course

American colonialism on their colonies (e.g., artificially drawn boundaries, one-crop economies, creation of economic dependence, population relocation, cultural suppression). **PO 5.** Analyze the responses to imperialism (e.g., Boxer Rebellion, Sepoy Rebellion, Opium Wars, Zulu Wars) by people under colonial rule at the end of the 19th century. **PO 6**. Explain Japanese responses to European/American imperialism from a closed door policy to adoption of Euro-American ideas.	• Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)		
Concept 8: World at War **PO 1.** Examine the causes of World War I: a. rise of nationalism in Europe b. unification of Germany and Otto Von Bismarck's leadership c. rise of ethnic and ideological conflicts - the Balkans, Austria-Hungary, the decline of the Ottoman Empire **PO 2.** Analyze the impact of the changing nature of warfare in World War I: a. trench warfare b. mechanization of war – machine gun, gasoline, submarine, tanks, chemical	(See above) **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder	(See above) Module Mastery Tests Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course

c. American involvement **PO 3.** Explain the end of World War I and its aftermath: a. Russian Revolution b. Treaty of Versailles c. end of empires (e.g., Austro-Hungarian, Ottoman, Russian) d. continuation of colonial systems (e.g., French Indochina, India, Philippines) **PO 4**. Examine the period between World War I and World War II: a. rise of fascism and dictatorships b. postwar economic problems c. new alliances d. growth of the Japanese empire e. challenges to the world order **PO 5.** Analyze aspects of World War II: a. political ideologies (e.g., Totalitarianism, Democracy) b. military strategies (e.g., air warfare, atomic bomb, Russian front, concentration camps)	• Dictionary • Text to Speech (content reader) • Translator (16 languages)		

c. treatment of civilian populations d. Holocaust **PO 6.** Examine genocide as a manifestation of extreme nationalism in the 20th century (e.g., Armenia, Holocaust, Cambodia, Bosnia, Rwanda, Kosovo and Sudan). **PO 7.** Analyze the political, economic and cultural impact of the Cold War: a. superpowers – Soviet Union, United States, China b. division of Europe c. developing world d. Korean and Vietnam Wars **PO 8.** Compare independence movements of emerging nations (e.g., Africa, Asia, Middle East, Latin America).			
Concept 9: Contemporary World **PO 1**. Explain the fall of the Soviet Union and its impact on the world. **PO 2**. Explain the roots of terrorism: a. background and motives b. religious conflict (e.g., Northern Ireland, Chechnya, Southwestern Philippines,	(See above) **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments**	(See above) Module Mastery Tests Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course

southern Thailand, Kashmir) c. background of modern Middle East conflicts (e.g., Israeli – Palestinian conflict, Persian Gulf conflicts, Afghanistan) d. economic and political inequities and cultural insensitivities **PO 3.** Describe the development of political and economic interdependence during the second half of the twentieth century: a. economics, global wage inequalities b. technology c. multinational corporations d. growth of international governmental organizations (e.g., World Trade Organization) e. growth of non-governmental organizations (e.g., Red Cross, Red Crescent) **PO 4**. Examine environmental issues from a global perspective (e.g., pollution, population pressures, global warming, scarcity of resources). ***PO 5****. Connect current events with historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).*	**available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)		