History Division Curriculum Restructuring Goals

1. To provide a consistent, rigorous, relevant, equitable, and anti-biased World History curriculum
2. To increase access for students to Advanced Placement courses in the History Division
3. To enhance supports for students to experience success in an honors-level curriculum
4. To align the teaching and learning of key reading and writing skills in World History and Freshman English
5. To develop vertical alignment within the History Division regarding reading, writing, key historical thinking skills, and culturally responsive practices.
The Curriculum Team:
- Six teachers with representation from World Studies, World Studies Immersion, World History college prep and honors courses, as well as U.S. History, AP courses, and electives
- Feedback loops and opportunities for input with larger group of World History/Studies teachers

The Process:
- Spring 2019: Focus on data about student experiences and outcomes in World Studies and World History courses
- 2019-20 and 2020-21:
  - Backward design process: course standards, enduring understandings, essential questions
  - Incorporating strengths of stand-alone World History and integrated World Studies
  - Models of detracked programs
  - Action research
    - 2019-20: Mixing students from two sections each of college prep and honors-level World History
    - 2020-21: Two teachers who have sections of both college prep and honors-level World History are teaching the courses in parallel ways with differentiated materials and approaches
Priority skills students will learn over the course of the school year

Statements that articulate big ideas that have lasting value beyond the classroom and that students can revisit throughout their lives--what they will remember 20 or 30 years later.

- Open-ended
- Thought-provoking
- Call for higher-order thinking
- Involve important, transferable ideas within disciplines
- Require support and justification

This process has been central to Goal 1: Provide a consistent, rigorous, relevant, equitable, and anti-biased World History curriculum
The curriculum is aligned to the AP Historical Thinking Skills

<table>
<thead>
<tr>
<th>Skill 1</th>
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<tbody>
<tr>
<td>Developments and Processes 1</td>
<td>Sourcing and Situation 2</td>
<td>Claims and Evidence in Sources 3</td>
<td>Contextualization 4</td>
<td>Making Connections 5</td>
<td>Argumentation 6</td>
</tr>
<tr>
<td>Identify and explain historical developments and processes.</td>
<td>Analyze sourcing and situation of primary and secondary sources.</td>
<td>Analyze arguments in primary and secondary sources.</td>
<td>Analyze the context of historical events, developments, or processes.</td>
<td>Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.</td>
<td>Develop an argument.</td>
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Addresses Goal 1: Provide a consistent, rigorous, relevant, equitable, and anti-biased World History curriculum AND

Goal 2: Increase access for students to Advanced Placement courses in the History Division
Enduring Understandings: Examples

- What we believe about World History is a product of an argument most likely made to reflect the values of the dominant culture.
- What the dominant narrative labels “progress” is not always good, and human history is not always a journey of human advancement.
- Understanding the impact of unequal power relations on the development of group identities and cultures means recognizing that those power relations are constructed and can be deconstructed through human agency.  
  (Third example adapted from Southern Poverty Law Center Anti-Bias Standards)
Goal 1: What are we doing to enhance consistency, rigor, relevance, equity, and anti-bias?

Framing the curriculum with compelling essential questions; for example:

- How do we know what we know about the world, and can we trust it?
- Why is the modern world so unequal?
- What does it mean to be a good person?
- Did the benefits of industrialization justify the costs?
- To what extent is nationalism a dangerous concept?
- How and why did liberation movements in Africa and Asia succeed in the post-WWII era?

These essential questions help students develop their voice and find their place in history.
Goal 1: What are we doing to enhance consistency, rigor, relevance, equity, and anti-bias?

**Framing **history as an argument, not a set of facts

- Historians construct arguments about the past using evidence from primary and secondary sources.
- Historians’ arguments are subject to their personal and cultural biases, and source evidence also reflects personal and cultural biases and power imbalances.
- A nuanced understanding of history requires learning arguments from multiple perspectives, including those that have been excluded from dominant narratives.
- Students will construct arguments using historical evidence and examine their own perspectives and biases.
Goal 1: What are we doing to enhance consistency, rigor, relevance, equity, and anti-bias?

Providing student choice and voice: examples

- **Students have options about what they will argue:** Essays, debates, and projects ask students to make their own argument, based upon evidence.
- **Students can choose how to demonstrate their learning:** e.g. an essay, children’s book, graphic novela, illustrated and annotated map, curated digital museum, board game, historical fiction, graduation speech
- **Students generate questions that guide inquiry**
Goal 1: What are we doing to enhance consistency, rigor, relevance, equity, and anti-bias?

Providing student choice and voice: samples

- **Individual essay:** What should be done with the Columbus statues removed from Chicago’s parks? Make your own argument, based upon evidence.

- **Individual project:** How did the Axial Age sages (e.g. Confucius, Buddha, Moses, Paul, Muhammad, Socrates) make sense of a chaotic world? How does their wisdom apply in the modern day?

- **Small group project:** Revolutionary Rally
  Choose a 20th century revolutionary uprising and lead the class in a protest that explores that movement in the context of the global Cold War
Goal 1: What are we doing to enhance consistency, rigor, relevance, equity, and anti-bias?

Using *Culturally Responsive Teaching and Leading Standards* in the development and review of curricula
Goal 1: What are we doing to enhance consistency, rigor, relevance, equity, and anti-bias?

Teaching a global world history, not a Eurocentric world history. For example:

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<th>Timeframe</th>
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<th>Global Narrative</th>
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<td>500-1500 C.E.</td>
<td>Europe in the Dark Ages: barbarian invasion, warfare, chaos, cultural decline, political fragmentation, economic stagnation; Crusades, eventual Renaissance</td>
<td>Old World System: political stability, thriving trade networks, cultural flourishing, technological advances across India, China, Muslim Civilization, African Kingdoms, Aztec and Inca Empires; increasing European integration into the system</td>
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<tr>
<td>1750-1850 C.E.</td>
<td>Enlightenment and French Revolution</td>
<td>Enlightenment, Age of Revolutions, especially the Haitian Revolution</td>
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This shift represents culturally responsive teaching: it gives more students the opportunity to find themselves in the curriculum.
Goal 1: What are we doing to enhance consistency, rigor, relevance, equity, and anti-bias?

Teaching the historical origins of systems of oppression and examples of resistance, agency, and empowerment; for example:

- Agricultural Revolution and origins of patriarchy, social class
- Atlantic World, Enlightenment, and origins of racism
- Resistance to European colonization in the Americas, Africa, and Asia
- Liberation movements in the Americas, Africa, and Asia

Students learn that systems of oppression are constructed by humans and that, as such, they can be deconstructed.
**Goal 2:** What are we doing to increase access for students to Advanced Placement courses in the History Division?

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Addresses Goal 1: Provide a consistent, rigorous, relevant, equitable, and anti-biased World History curriculum AND

**Goal 2:** Increase access for students to Advanced Placement courses in the History Division.
Goal 3: What are we doing to enhance supports for student success in an honors-level curriculum?

- Differentiating and scaffolding texts, with instruction in annotation
- Providing advance organizers and scaffolds for writing
- Designing assessments that allow students to make arguments that vary in complexity
- Using rubrics that encourage students to master challenging skills
Goal 4: What are we doing to align teaching and learning of key reading and writing skills between WH and English?

- Working with Grade 9 English curriculum team to develop:
  - common language and rubrics for writing instruction
  - common instructional practices in reading
Next Steps

- Continue to develop unit plans aligned to standards, with common assessments
- Use iterative cycle to share draft curricula with the Division, engage Division in constructive review of draft unit plans, and make revisions
- Review textbook options to support restructured curriculum
- Continue alignment work with English in reading and writing