

World History Scope and Sequence

April 2021



Oak Park and River Forest
High School

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.***

Curriculum Writing Process

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

Backward Design Process

Course Standards

Priority skills students will learn over the course of the school year

Enduring Understandings

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.**

Essential Questions

- **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

Backward Design Process: Course Standards

The curriculum is aligned to the AP Historical Thinking Skills

Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6
<i>Developments and Processes</i> 1 Identify and explain historical developments and processes.	<i>Sourcing and Situation</i> 2 Analyze sourcing and situation of primary and secondary sources.	<i>Claims and Evidence in Sources</i> 3 Analyze arguments in primary and secondary sources.	<i>Contextualization</i> 4 Analyze the context of historical events, developments, or processes.	<i>Making Connections</i> 5 Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.	<i>Argumentation</i> 6 Develop an argument.

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

Backward Design Process:

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)

Enduring understandings provide thematic connections throughout the course and address Goal 1.

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:

Timeframe	Eurocentric Narrative	Global Narrative
500-1500 C.E.	Europe in the Dark Ages: barbarian invasion, warfare, chaos, cultural decline, political fragmentation, economic stagnation; Crusades, eventual Renaissance	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
1750-1850 C.E.	Enlightenment and French Revolution	Enlightenment, Age of Revolutions, especially the Haitian Revolution

This shift represents culturally responsive teaching: it gives more students the opportunity to find themselves in the curriculum.



GLOBAL TIMELINE



500 BCE
Ancient
Greece

476 CE
Fall of
the Roman
Empire

1095
First
Crusade:
Christians
take
Jerusalem

1346
Plague
in Europe
kills 1/3
of pop.

1492
Columbus
"discovers"
Americas

1497-9
Vasco da
Gama opens
all sea route
from Europe to
Asia

1750-1800
Industrial
Revolution

Westernization
→

Southernization →
India: sugar, cotton, math
China: printing, compass, gunpowder

spread of
Southernization
Islamic civilization
"golden age"
Pax Islamica

1320
Plague
in China.
2/3 pop. dies

1312-27
Height of
Mali
Empire

1324
Mansa
Musa's
hajj

1368
Ming
Rebellion

1206
Pax
Mongolica

1405
Zheng
He's
voyages

1453
Ottoman
Conquest
of Constantinople

1492
Reconquista complete

competition btwn.
European powers
↳ arms race
↳ to trade
w/ China



1521
Cortez conquers
Aztecs

1531
Pizarro vs.
Inka
Collision at
Cajamarca

EUROCENTRIC TIMELINE

"Dark Ages"
Medieval Period

EUROPEAN AGE
OF EXPLORATION

Renaissance

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?

The curriculum is aligned to the AP Historical Thinking Skills

Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6
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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

Category	Mastered	Proficient	Developing	Beginning
Body Paragraphs — Evidence: <i>Supporting your sub-arguments with history</i>	<p>In addition to proficient criteria, the author</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discusses abundant but not excessive evidence. <input type="checkbox"/> Chooses the best available evidence that clearly supports the sub-argument. <input type="checkbox"/> Smoothly incorporates quotations and paraphrases so as to enhance the persuasive effect. 	<ul style="list-style-type: none"> <input type="checkbox"/> Author's evidence is sufficient, accurate, and specific. <input type="checkbox"/> Author's evidence is varied (sources and content), drawing on primary sources wherever possible. <input type="checkbox"/> Author's evidence is persuasive and clearly supports the sub-argument. <input type="checkbox"/> Author strikes an appropriate balance of quotations and paraphrases as evidence. <input type="checkbox"/> Author correctly distinguishes between argument and evidence. 	<ul style="list-style-type: none"> <input type="checkbox"/> Author's evidence is insufficient, inaccurate, and/or vague. <input type="checkbox"/> Author's evidence utilizes too few sources, draws largely from secondary sources, and/or is repetitive. <input type="checkbox"/> Author's evidence is unpersuasive and only somewhat supports the sub-argument. <input type="checkbox"/> Author carelessly selects quotations or paraphrases as evidence. <input type="checkbox"/> Author confuses argument for evidence. 	<ul style="list-style-type: none"> <input type="checkbox"/> Author makes no attempt to include evidence and/or presents own opinion as evidence.

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