



# Bow High School - Course Map

**Course Title: Beyond the Wall: 1989-Present**

**Department: Humanities**

**Unit Name: War**

**Topics:**

- Afghanistan
- Iraq

**School Competencies:**

- Global & Local Citizenship (Awareness - Foundational)
- Historical Perspectives (Awareness - Foundational)
- Social & Cultural Knowledge (Awareness - Foundational)
- Collaboration (Communication - Foundational)
- Creativity (Communication - Foundational)
- Literary Understanding (Communication - Foundational)
- Writing (Communication - Foundational)
- Critical Thinking (Problem Solving & Analysis - Foundational)
- Interpretation (Problem Solving & Analysis - Foundational)

**Course Competencies:**

- Given multiple religions and philosophies, examine, discuss and compare the impact on how the historical past shapes the present.
- Given a work of literature, understand how an author's use of character development, tone, symbolism, and figurative language contribute to the meaning of the work.
- Given a specific audience, articulate a position or idea through appropriate formal (MLA expected) and informal public presentation and writing.
- Analyze how political, social, economic, and military systems contribute to both cooperation and conflict within and between countries.
- Analyze how the history, literature, culture, and conflict of given countries shape people's perceptions about places and regions.

**Formative Assessments:**

- PSAT prep
- History quizzes

**Summative Assessments:**

- *Lord of the Flies* character analysis



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<b>Unit Name: Terrorism</b>
<b>Topics:</b> <ul style="list-style-type: none"><li>• 9/11</li><li>• Boston Marathon, 2013</li><li>• Munich, 1972</li></ul>
<b>School Competencies:</b> <ul style="list-style-type: none"><li>• Global &amp; Local Citizenship (Awareness - Foundational)</li><li>• Historical Perspectives (Awareness - Foundational)</li><li>• Social &amp; Cultural Knowledge (Awareness - Foundational)</li><li>• Collaboration (Communication - Foundational)</li><li>• Creativity (Communication - Foundational)</li><li>• Literary Understanding (Communication - Foundational)</li><li>• Writing (Communication - Foundational)</li><li>• Critical Thinking (Problem Solving &amp; Analysis - Foundational)</li><li>• Interpretation (Problem Solving &amp; Analysis - Foundational)</li></ul>
<b>Course Competencies:</b> <ul style="list-style-type: none"><li>• Given multiple religions and philosophies, examine, discuss and compare the impact on how the historical past shapes the present.</li><li>• Given a work of literature, understand how an author's use of character development, tone, symbolism, and figurative language contribute to the meaning of the work.</li><li>• Given a specific audience, articulate a position or idea through appropriate formal (MLA expected) and informal public presentation and writing.</li><li>• Analyze how political, social, economic, and military systems contribute to both cooperation and conflict within and between countries.</li><li>• Analyze how the history, literature, culture, and conflict of given countries shape people's perceptions about places and regions.</li></ul>
<b>Formative Assessments:</b> <ul style="list-style-type: none"><li>• Literary analysis</li><li>• History current event articles</li></ul>
<b>Summative Assessments:</b> <ul style="list-style-type: none"><li>• What motivates terrorist groups?</li></ul>



# Bow High School - Course Map

<b>Unit Name: Societal Upheaval</b>
<b>Topics:</b> <ul style="list-style-type: none"><li>• Genocide</li><li>• Revolutions</li></ul>
<b>School Competencies:</b> <ul style="list-style-type: none"><li>• Global &amp; Local Citizenship (Awareness - Foundational)</li><li>• Historical Perspectives (Awareness - Foundational)</li><li>• Social &amp; Cultural Knowledge (Awareness - Foundational)</li><li>• Collaboration (Communication - Foundational)</li><li>• Creativity (Communication - Foundational)</li><li>• Literary Understanding (Communication - Foundational)</li><li>• Writing (Communication - Foundational)</li><li>• Critical Thinking (Problem Solving &amp; Analysis - Foundational)</li><li>• Interpretation (Problem Solving &amp; Analysis - Foundational)</li></ul>
<b>Course Competencies:</b> <ul style="list-style-type: none"><li>• Given multiple religions and philosophies, examine, discuss and compare the impact on how the historical past shapes the present.</li><li>• Given a work of literature, understand how an author's use of character development, tone, symbolism, and figurative language contribute to the meaning of the work.</li><li>• Given a specific audience, articulate a position or idea through appropriate formal (MLA expected) and informal public presentation and writing.</li><li>• Analyze how political, social, economic, and military systems contribute to both cooperation and conflict within and between countries.</li><li>• Analyze how the history, literature, culture, and conflict of given countries shape people's perceptions about places and regions.</li></ul>
<b>Formative Assessments:</b> <ul style="list-style-type: none"><li>• <i>Things Fall Apart</i></li><li>• Genocide Case Studies</li></ul>
<b>Summative Assessments:</b> <ul style="list-style-type: none"><li>• TFA questions</li></ul>



# Bow High School - Course Map

<b>Unit Name: Globalization &amp; Society in the Modern Age</b>
<b>Topics:</b> <ul style="list-style-type: none"><li>• 23 UN Global Issues</li></ul>
<b>School Competencies:</b> <ul style="list-style-type: none"><li>• Global &amp; Local Citizenship (Awareness - Foundational)</li><li>• Historical Perspectives (Awareness - Foundational)</li><li>• Social &amp; Cultural Knowledge (Awareness - Foundational)</li><li>• Collaboration (Communication - Foundational)</li><li>• Creativity (Communication - Foundational)</li><li>• Literary Understanding (Communication - Foundational)</li><li>• Writing (Communication - Foundational)</li><li>• Critical Thinking (Problem Solving &amp; Analysis - Foundational)</li><li>• Interpretation (Problem Solving &amp; Analysis - Foundational)</li></ul>
<b>Course Competencies:</b> <ul style="list-style-type: none"><li>• Given multiple religions and philosophies, examine, discuss and compare the impact on how the historical past shapes the present.</li><li>• Given a work of literature, understand how an author's use of character development, tone, symbolism, and figurative language contribute to the meaning of the work.</li><li>• Given a specific audience, articulate a position or idea through appropriate formal (MLA expected) and informal public presentation and writing.</li><li>• Analyze how political, social, economic, and military systems contribute to both cooperation and conflict within and between countries.</li><li>• Analyze how the history, literature, culture, and conflict of given countries shape people's perceptions about places and regions.</li></ul>
<b>Formative Assessments:</b> <ul style="list-style-type: none"><li>• Research Paper</li></ul>
<b>Summative Assessments:</b> <ul style="list-style-type: none"><li>• Beyond the Wall "World Fair" project</li></ul>



# Bow High School - Course Map

<b>Unit Name: Life After the Fall of the Wall (1989)</b>
<b>Topics:</b> <ul style="list-style-type: none"><li>• 23 UN Global Issues</li></ul>
<b>School Competencies:</b> <ul style="list-style-type: none"><li>• Global &amp; Local Citizenship (Awareness - Foundational)</li><li>• Historical Perspectives (Awareness - Foundational)</li><li>• Social &amp; Cultural Knowledge (Awareness - Foundational)</li><li>• Collaboration (Communication - Foundational)</li><li>• Creativity (Communication - Foundational)</li><li>• Literary Understanding (Communication - Foundational)</li><li>• Writing (Communication - Foundational)</li><li>• Critical Thinking (Problem Solving &amp; Analysis - Foundational)</li><li>• Interpretation (Problem Solving &amp; Analysis - Foundational)</li></ul>
<b>Course Competencies:</b> <ul style="list-style-type: none"><li>• Given multiple religions and philosophies, examine, discuss and compare the impact on how the historical past shapes the present.</li><li>• Given a work of literature, understand how an author's use of character development, tone, symbolism, and figurative language contribute to the meaning of the work.</li><li>• Given a specific audience, articulate a position or idea through appropriate formal (MLA expected) and informal public presentation and writing.</li><li>• Analyze how political, social, economic, and military systems contribute to both cooperation and conflict within and between countries.</li><li>• Analyze how the history, literature, culture, and conflict of given countries shape people's perceptions about places and regions.</li></ul>
<b>Formative Assessments:</b> <ul style="list-style-type: none"><li>• College essay</li></ul>
<b>Summative Assessments:</b> <ul style="list-style-type: none"><li>• Final based on Quinceanera Party</li></ul>