



Bow High School - Course Map

Course Title: [America in the World \(Watson/Aubin\)](#)

[America in the World Google Classroom Folder](#)

Department: Humanities

Unit Name: Unit 1 - Understanding the Team

Topics:

- Virtue activity
- Team building
- Diplomacy Simulation Prep

Essential Questions:

- Essential Question: How are people affected by their relationships with others? What is community? What are the individual's responsibility to the community as well as the community's responsibility to the individual?

School Competencies:

- Social & Cultural Knowledge (Awareness - Foundational)
- Collaboration (Communication - Foundational)
- Risk Taking (Wellness - Foundational)
- Critical Observation (Awareness - Advanced)

Course Competencies:

- Awareness - Students can apply multiple critical lenses to past events or eras in order to generate original interpretations.
- Communication - Given formal and informal opportunities, present and participate in discussion and deliver presentations, using various types of media to communicate a message.
 - Students can apply multiple lenses to literary texts in order to generate original interpretations of those texts.

Formative Assessments:

- Virtue Carousel Activity
- Socratic Seminars



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Unit Name: Unit 2 - The Rise of Totalitarianism in the 20th Century

Topics:

- Communism:
 - USSR
 - China
- Fascism
 - Nazi Germany
 - Hitler
- Authoritarianism
 - Mao
- Global Response: Formation of the United Nations

Essential Questions:

- Essential Questions: How can various countries work together to solve global issues? How does silence and indifference to the suffering of others and/or the infringement of civil rights in any society make that society fragile and how are these injustices resolved?

School Competencies:

- Global & Local Citizenship (Awareness - Foundational)
- Historical Perspectives (Awareness - Foundational)
- Social & Cultural Knowledge (Awareness - Foundational)
- Collaboration (Communication - Foundational)
- Literacy Understanding (Communication - Foundational)
- Writing (Communication - Foundational)
- Critical Thinking (Problem Solving & Analysis - Foundational)
- Critical Observation (Awareness - Advanced)
- Digital Collaboration (Awareness - Advanced)

Course Competencies:

- Reading - Given a variety of texts, use reading strategies to identify purpose, theme, and literary techniques.
- Writing - Given an assigned topic, use a writing process to formulate and support a thesis in writing, using properly cited textual evidence to support analysis.
- Communication - Given formal and informal opportunities, present and participate in discussion and deliver presentations, using various types of media to communicate a message.

Formative Assessments:

- Annotation
- Rough draft
- Socratic Seminar



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Summative Assessments:

- Animal Farm Assessment



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Unit Name: Unit 3: Rebuilding the World Post-World War II

Topics:

- Tehran, Yalta and Potsdam Conferences (Review)
- Berlin Airlift (Review)
- Iron Curtain
- Domino Theory
- Containment
- Suez Canal Crisis Diplomacy Simulation
- United Nations Response

Essential Questions:

- Essential Question: How do clashes of ideology impact governments and how people live? How does a nation restore its identity after a crisis? How does a nation's restoration impact the rest of the world?

School Competencies:

- Global & Local Citizenship (Awareness - Foundational)
- Historical Perspectives (Awareness - Foundational)
- Collaboration (Communication - Foundational)
- Literacy Understanding (Communication - Foundational)
- Writing (Communication - Foundational)
- Critical Thinking (Problem Solving & Analysis - Foundational)
- Critical Observation (Awareness - Advanced)
- Digital Collaboration (Awareness - Advanced)

Course Competencies:

- Awareness - Students can apply multiple critical lenses to past events or eras in order to generate original interpretations.
- Reading - Given a variety of texts, use reading strategies to identify purpose, theme, and literary techniques.
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Formative Assessments:

- Annotating
- 3,2,1
- Graphic Organizers



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- Socratic Seminar

Summative Assessments:

- Suez Canal Crisis Diplomacy Simulation
- Diplomacy Simulation Reflection



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Unit Name: Unit 4 - The Rise of Communism in the East

Topics:

- Spheres of Influence
 - Great Britain in China
 - USSR in China
 - France in Indochina: Vietnam
- The Chinese Civil War
- The rise of Mao Zedong
- Proxy Wars
 - Vietnam
- United Nations Response

Essential Question:

- How do spheres of influence affect our actions and why is it important for us to pay attention to other countries?

School Competencies:

- Historical Perspectives (Awareness - Foundational)
- Social & Cultural Knowledge (Awareness - Foundational)
- Collaboration (Communication - Foundational)
- Literacy Understanding (Communication - Foundational)
- Writing (Communication - Foundational)
- Critical Thinking (Problem Solving & Analysis - Foundational)
- Critical Observation (Awareness - Advanced)
- Digital Collaboration (Awareness - Advanced)
- Critical Literary Analysis (Communication - Advanced)

Course Competencies:

- Awareness - Students can apply multiple critical lenses to past events or eras in order to generate original interpretations.
- Reading - Given a variety of texts, use reading strategies to identify purpose, theme, and literary techniques.
- Writing - Given an assigned topic, use a writing process to formulate and support a thesis in writing, using properly cited textual evidence to support analysis.
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Formative Assessments:



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- Socratic Seminar
- Annotating
- 30 second elevator pitch
- Forum questions
- Song analysis
- Music analysis
- Cost/Benefit analysis
- Station activity

Summative Assessments:

- [Proxy War Recipe](#)



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Unit Name: [World Fair](#)

Topics:

- What is going on in my country?
- Geography
- Legacy of Colonization
- Sustainable Development Goals
- STEM

School Competencies:

- Historical Perspectives (Awareness - Foundational)
- Social & Cultural Knowledge (Awareness - Foundational)
- Collaboration (Communication - Foundational)
- Literacy Understanding (Communication - Foundational)
- Writing (Communication - Foundational)
- Critical Thinking (Problem Solving & Analysis - Foundational)
- Critical Observation (Awareness - Advanced)
- Digital Collaboration (Awareness - Advanced)
- Critical Literary Analysis (Communication - Advanced)

Course Competencies:

- Awareness - Students can apply multiple critical lenses to past events or eras in order to generate original interpretations.
- Reading - Given a variety of texts, use reading strategies to identify purpose, theme, and literary techniques.
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Formative Assessments:

- Research check-ins

Summative Assessments:

- Presentation One: What is going on in my country?
- Presentation Two
- World Fair Day
- Reflection



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Unit Name: Unit 5 - Genocide and Decolonization

Topics:

- Cases of Genocide
 - Cambodian Genocide
 - Rwandan Genocide
 - Sudan/Darfur
- Decolonization
 - Africa
 - India
 - Central/South America Current Events
- United Nations Response

Essential Question:

- How can learning about the choices people made during past episodes of injustice, mass violence, or genocide help guide the choices made by the United States? What responsibility do nations have to intervene to stop mass violence in other countries?

School Competencies:

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

Course Competencies:

- Awareness - Students can apply multiple critical lenses to past events or eras in order to generate original interpretations.
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original interpretations of those texts.

Formative Assessments:

- Socratic Seminar
- Annotating
- Map work

Summative Assessments:

- Sudan/Darfur Diplomacy Simulation
- [Diplomacy Simulation Reflection](#)



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Unit Name: Unit 6 - The Middle East Revolution and the Cold War

Topics:

- Iranian Revolution
- Afghanistan and the Cold War
- Iraq
- Soviet-Afghan War
 - Transition to fall of the Berlin Wall and the Soviet Union
- United Nations response

Essential Questions:

- How has the need for resources impacted Middle Eastern relations with developed nations?

School Competencies:

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

Course Competencies:

- Awareness - Students can apply multiple critical lenses to past events or eras in order to generate original interpretations.
- Reading - Given a variety of texts, use reading strategies to identify purpose, theme, and literary techniques.
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Formative Assessments:

- Socratic Seminar
- Annotating
- Forum questions
- Flow charts



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Summative Assessments:

- [The Kite Runner summative essay](#)



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Unit Name: Unit 7 - Power Vacuums and a Shift into 21st Century Geopolitics

Topics:

- Globalization
- Post-Cold War
- The United States and Post-Soviet Union relationship
- The rise of Foreign Terrorist Organizations
- 9/11 and the U.S. War on Terror
- Geopolitics Definition
- Globalized trade
- 21st century economics and warfare
- Ukraine Conflict
- The Role of the United Nations within the 21st Century

Essential Question:

- What is globalization and how does it impact relationships between countries?
- How do the United Nations and the United States respond to terrorism and its impact on human rights?
- How do global and regional geopolitics of the 21st century affect the relationship between the major geopolitical actors?

School Competencies:

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- Historical Perspectives (Awareness - Foundational)
- Social & Cultural Knowledge (Awareness - Foundational)
- Collaboration (Communication - Foundational)
- Literacy Understanding (Communication - Foundational)
- Writing (Communication - Foundational)
- Critical Thinking (Problem Solving & Analysis - Foundational)
- Critical Observation (Awareness - Advanced)
- Digital Collaboration (Awareness - Advanced)
- Critical Literary Analysis (Communication - Advanced)

Course Competencies:

- Awareness - Students can apply multiple critical lenses to past events or eras in order to generate original interpretations.
- Reading - Given a variety of texts, use reading strategies to identify purpose, theme, and literary techniques.
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- Communication - Students can apply multiple lenses to literary texts in order to generate original interpretations of those texts.

Formative Assessments:

- Socratic Seminar
- Annotating
- Annotated bibliography
- Map work
- Carousel activity

Summative Assessments:

-  Socratic Seminar-Foreign Terrorist Organizations



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