

**HIGH SCHOOL
ENGLISH + WORLD HISTORY B
HONORS**

**INTEGRATED ENGLISH LANGUAGE ARTS
AND HISTORY CURRICULUM**

**LITERATURE: EXAMINATION OF TIMELESS AND
UNIVERSAL THEMES THROUGH LITERARY GENRES**

**COMPOSITION: ADVANCED WRITING WITHIN THE
CONTENT AREAS AND CREATIVE WRITING**

**HISTORY: WORLD HISTORY
FROM 1850-TODAY**

**FOR THE STUDENTS OF
DR. LAURA LOWDER EDUCATIONAL
CONSULTING**

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COURSE DESCRIPTION

This course is designed and developed to be taught the high school honors level. The course is intended to span an academic year and equates to a full high school honors English credit as well as a full high school honors world history credit. This course will prepare students for AP English studies, AP Literature studies, AP World History, as well as for future studies of world history, English and literature at the collegiate level.

Scholars will engage in a sequence of core units of integrated study using a specially selected collection of young adult novels from various genres to support scholars' building of ELA skills. Our in-depth novel studies will serve as our springboard for implementing the C3 Framework for History and an opportunity to form connections and build perspectives within the themes of history. The following are the focus novels for this course: [Around the World In 80 Days](#) by Jules Verne, [A History of the Twentieth Century](#) by Martin Gilbert, [Stalin: Russia's Man of Steel](#) by Albert Marrin, [Hitler](#) by Albert Marrin, [Churchill](#) by Paul Johnson, [The Hiding Place](#) by Corrie Ten Boom, [Elie Wiesel](#) by Elie Wiesel, [Unbroken](#) by [Laura Hilienbrand](#), [Hiroshima](#) by John Hersey, [Lost Names](#) by Richard E. Kim, [America and Vietnam: The Elephant and the Tiger](#) by Albert Marrin, and [Red Scarf Girl](#) by Ji-li-Jiang.

The pedagogical basis for the integrated units of study that make up this course is to provide opportunities for scholars to inquire, question, synthesize, build their own perspectives and understanding of the world through literature-based studies in real world through historical contexts. Scholars will engage in expansive critical thinking and creativity as they analyze, synthesize, evaluate, judge, relate, collaborate, communicate, debate, discuss, develop intellectual arguments, and problem-solve in response to challenging literature. As the setting and key events of each novel unfolds, scholars will build a year-long mural depicting key historical events and how they affect humans and society in the past as well as today. Scholars compose written pieces across genres including expository, short story, news article, argumentative, persuasive, narrative, and poetry using the [6+ Trait Writing Framework](#). Throughout these units of study, students engage in all twelve of the national standards published by the National Council of Teacher of English and the International Reading Association for the English Language Arts at the ninth grade level. The study of each of the twelve themes of social studies as published by the National Council for Social Studies as a part of the National Curriculum Standards for Social Studies will be interwoven throughout the course. The [North Carolina Essential Standards for World History B](#) will also be addressed. By the end of the course, students will have engaged in opportunities to increase learning and strengthen skills across reading and writing, communicating, and listening areas.

As an extension of the integrated units of study that make up the core content of this English and world history honors course, student-selected novel studies will engage scholars in myriad book studies that will serve as a springboard for analysis, connections, and empathy building in relation to the real people around our world.

INTEGRATION OF CONTENT

Honors Literature: Examination of Timeless and Universal Themes Through Literature ¶
Required (0.5 credit) ¶

Integrated with ¶

Honors Composition: Writing within the Content Areas and Creative Writing Required (0.5 credit) ¶
Lit + Comp. = 1.0 English Honors Credit ¶

Integrated with ¶

Honors World History Modern ¶

Required -1.0- ¶

Honors World History Modern: 1860-Today Credit ¶

SCOPE AND SEQUENCE

SEPTEMBER

Beginning of Year Writing Sample (Pre-Course Artifact)

Introduction to Integrated Units of Study Based In Literature

Unit One: Around the World In 80 Days by Jules Verne

Summary of Skills

Add Product(s) to Portfolio (To Include: A World Map w/ Labels and Symbols)

Unit Two: A History of the Twentieth Century by Martin Gilbert

Summary of Skills

Add Product(s) to Portfolio (To Include: An Expository Essay On the Twentieth Century w/ Timeline)

OCTOBER

Unit Three: Stalin: Russia's Man of Steel by Albert Marrin

Summary of Skills

Add Product(s) to Portfolio (To Include: A Visual Character Map of Stalin)

Unit Four: Hitler by Albert Marrin

Summary of Skills

Add Product(s) to Portfolio (To Include: A Narrative Story (approximately three paragraphs in length with use of important and interesting details gathered from the text) Depicting a Day In the Life of a Teenage German Living Under Hitler's Rule)

NOVEMBER

Unit Five: Churchill by Paul Johnson

Summary of Skills

Add Product(s) to Portfolio (To Include: A Visual Character Map of Churchill)

Unit Six: The Hiding Place by Corrie Ten Boom

Summary of Skills

Add Product(s) to Portfolio (To Include: Overcoming Challenges Through Determination and Resilience Essay In the Name of Love)

DECEMBER

Student-Selected Book Club Month

Summary of Skills

Add One-Pager Products to Portfolio

JANUARY

Unit Seven: Elie Wiesel by Elie Wiesel

Summary of Skills

Add Product(s) to Portfolio (To Include: Original Poetry Focused on When Weisel Was Sent to France with the 400 Orphans)

Unit Eight: Unbroken by Laura Hilenbrand

Summary of Skills

Add Product(s) to Portfolio (To Include a Short Story with the Same Major Theme of the Novel)

FEBRUARY

Unit Nine: Hiroshima by John Hersey

Summary of Skills

Add Product(s) to Portfolio (To Include a Depiction w/ Essay of Life's Frailty and Unpredictability)

Unit Ten: Lost Names by Richard E. Kim

Summary of Skills

Add Product(s) to Portfolio (To Include an Essay w/ Thoughtful Illustrations on the Symbolism of Tears and Crying That Flows Through the Book Like a Thread)

Unit Eleven: America and Vietnam: The Elephant and the Tiger by Albert Marrin

Summary of Skills

Add Product(s) to Portfolio (To Include: An Argumentative Essay Responding To the Prompt: Did the invention of television prior to the Vietnam War create the greatest anti-war movement in history? Use details from the novel to support your arguments)

MARCH

Unit Twleve: Red Scarf Girl by Ji-li-Jiang

Summary of Skills

Add Product(s) to Portfolio (To Include: A Comparative (and Contrasting) Essay About The Red Scarf Girls' (1)search for self and identity or (2)sense of conflicting loyalties, or (3)individuality versus conformity and Your Own)

APRIL

Add Final Exam Product(s) to Portfolio: Your Full Artistic and Descriptive Mural of Important People, Challenges, Victories, and Events in World History from 1850 until Today w/ Symbolism of Key Themes (Cumulative Expectations Across ELA and Social Studies)

MAY

Student-Selected Book Club Month

Summary of Skills

Add One-Pager Products to Portfolio

Select Your Best End of Year Writing Sample (Post-Course Artifact)

Self-Evaluate to Determine Growth and Improvement and Future Writing Goals

Add Pre and Post Writing Artifacts and Self-Evaluation to Your Portfolio

STANDARDS FOR LEARNING

STANDARDS FOR THE ENGLISH LANGUAGE ARTS FROM THE NATIONAL COUNCIL FOR TEACHERS OF ENGLISH

Standard 1: Student read a wide variety of print and non print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classics, and contemporary works.

Standard 2: Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

Standard 3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Standard 5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 6: Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non print texts.

Standard 7: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Standard 8: Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Standard 9: Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Standard 10: Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

Standard 11: Students participate in knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Standard 12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

LITERARY SKILLS

STUDENT-SELECTED BOOK CLUB SKILLS

- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Make and discuss textual connections
- Make and discuss textual connections
- Analyze themes
- Analyze and discuss the evolution of characters
- Analyze and discuss author's style
- Analyze and discuss setting
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

6+ TRAIT WRITING

The Six Traits with Descriptions

The Six Traits Rubric for High Schoolers

THEMES OF SOCIAL STUDIES

1. Culture: Social studies should include experiences that provide for the duty of culture and cultural diversity.
2. Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the past and its legacy.
3. People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.
4. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.
5. Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.
6. Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create, interact with, and chance structures of power, authority, and governance.
7. Production, Distribution, and Consumption Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.
8. Science, Technology, and Society: Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.
9. Global Connections: Social studies programs should include experiences that provide for the study of global connections and interdependence.
10. Civic Ideas and Practices: Social studies programs should include experiences that provide for the study of ideals, principles, and practices of citizenship in a democratic republic.

*Substandards for each theme are available at <https://www.socialstudies.org/standards/strands>.

C3 FRAMEWORK FOR STUDYING AND CONNECTING WITH HISTORY

TABLE 1: C3 Framework Organization

| DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES | DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS | DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE | DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION |
|----------------------------------------------------------------|-------------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------------------------|
| Developing Questions and Planning Inquiries | Civics | Gathering and Evaluating Sources | Communicating and Critiquing Conclusions |
| | Economics | | |
| | Geography | Developing Claims and Using Evidence | Taking Informed Action |
| | History | | |

<https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf>

PSYCHOLOGICAL LENSES FOR THE C3 FRAMEWORK * SCROLL TO APPENDIX B

Influences on Thought and Behavior

Critical Thinking: Themes, Sources, and Evidence

Applications of Psychological Knowledge

SOCIOLOGICAL LENSES FOR THE C3 FRAMEWORK * SCROLL TO APPENDIX C

Social Structure: Culture, Institutions, and Society

Social Relationships: Self, Groups, and Socialization

Stratification and Inequality

ANTHROPOLOGIC LENSES FOR THE C3 FRAMEWORK * SCROLL TO APPENDIX D

What It Means to Be Human: Unity and Diversity

Methods and Ethics of Inquiry

Becoming a Person: Processes, Practices, and Consequences

Global and Local: Societies, Environments, and Globalization

SCHOLARLY RATIONALE FOR THE C3 FRAMEWORK KEY POINTS * SCROLL TO APPENDIX E

The Importance of Questions

Questions as Problem-Solving Spaces

Investigative Practices and Problem-Solving Strategies

Economic Thinking

Geographic Thinking

Historical Thinking

Civic-Minded Thinking

Evidence as Understanding

Working Collaboratively to Show Understanding

Progressions Into Socio-Cultural Understanding

Understanding As Civic Engagement

National Curriculum Standards for Social Studies. National Council for the Social Studies.

<https://www.socialstudies.org/standards/strands>

NORTH CAROLINA ESSENTIAL STANDARDS FOR WORLD HISTORY ADDRESSED WITHIN THIS COURSE

NCEA.WH.H.1 - Apply the four interconnected dimensions of historical thinking to the Essential Standards for World History in order to understand the creation and development of societies/civilizations/nations over time.

NCES.WH.H.1.1.1 - Use Chronological thinking to identify the structure of a historical narrative or story: (its beginning, middle and end).

NCES.WH.H.1.1.2 - Use Chronological thinking to interpret data presented in time lines and create time lines.

NCES.WH.H.1.2.1 - Use Historical Comprehension to reconstruct the literal meaning of a historical passage.

NCES.WH.H.1.2.2 - Use Historical Comprehension to differentiate between historical facts and historical interpretations.

NCES.WH.H.1.2.3 - Use Historical Comprehension to analyze data in historical maps.

NCES.WH.H.1.2.4 - Use Historical Comprehension to analyze visual, literary and musical sources.

NCES.WH.H.1.3.1 - Use Historical Analysis and Interpretation to identify issues and problems in the past.

NCES.WH.H.1.3.2 - Use Historical Analysis and Interpretation to consider multiple perspectives of various peoples in the past.

NCES.WH.H.1.3.3 - Use Historical Analysis and Interpretation to analyze cause-and-effect relationships and multiple causations.

NCES.WH.H.1.3.4 - Use Historical Analysis and Interpretation to evaluate competing historical narratives and debates among historians.

NCES.WH.H.1.3.5 - Use Historical Analysis and Interpretation to evaluate the influence of the past on contemporary issues.

NCES.WH.H.1.4.1 - Use Historical Research to formulate historical questions.

NCES.WH.H.1.4.2 - Use Historical Research to obtain historical data from a variety of sources.

NCES.WH.H.1.4.3 - Use Historical Research to support interpretations with historical evidence.

NCES.WH.H.5.4 - Analyze the role of investment in global exploration in terms of its implications for international trade (e.g., transatlantic trade, mercantilism, joint-stock companies, trading companies, government and monarchical funding, corporations, creation of capital markets, etc.).

NCES.WH.H.6 - Understand the Age of Revolutions and Rebellions.

NCES.WH.H.6.3 - Explain how physical geography and natural resources influenced industrialism and changes in the environment (e.g., agricultural revolutions, technological innovations in farming, land use, deforestation, industrial towns, pollution, etc.).

NCES.WH.H.6.4 - Analyze the effects of industrialism and urbanization on social and economic reform (e.g., Industrial Revolution, urbanization, growth of middle class, increase in productivity and wealth, changes in economic status, new types of labor organizations, etc.).

NCES.WH.H.7 - Understand how national, regional, and ethnic interests have contributed to conflict among groups and nations in the modern era.

NCES.WH.H.7.1 - Evaluate key turning points of the modern era in terms of their lasting impact (e.g., conflicts, documents, policies, movements, etc.).

NCES.WH.H.7.2 - Analyze the increase in economic and military competition among nations in terms of the influences of nationalism, imperialism, militarism, and industrialization (e.g., Ottoman Empire, Japanese Empire, Prussian Empire, the German Empire, "Haves and Have Nots" of Europe, industrial America, etc.).

NCES.WH.H.7.3 - Analyze economic and political rivalries, ethnic and regional conflicts, and nationalism and imperialism as underlying causes of war (e.g., WWI, Russian Revolution, WWII).

NCES.WH.H.7.4 - Explain how social and economic conditions of colonial rule contributed to the rise of nationalistic movements (e.g., India, Africa, Southeast Asia).

NCES.WH.H.7.5 - Analyze the emergence of capitalism as a dominant economic pattern and the responses to it from various nations and groups (e.g., utopianism, social democracy, socialism, communism, etc.).

NCES.WH.H.7.6 - Explain how economic crisis contributed to the growth of various political and economic movements (e.g., Great Depression, nationalistic movements of colonial Africa and Asia, socialist and communist movements, effect on capitalist economic theory, etc.).

NCES.WH.H.8 - Analyze global interdependence and shifts in power in terms of political, economic, social and environmental changes and conflicts since the last half of the twentieth century.

NCES.WH.H.8.1 - Evaluate global wars in terms of how they challenged political and economic power structures and gave rise to new balances of power (e.g., Spanish American War, WWI, WWII, Vietnam War, Colonial Wars in Africa, Persian Gulf War, etc.).

NCES.WH.H.8.2 - Explain how international crisis has impacted international politics (e.g., Berlin Blockade, Korean War, Hungarian Revolt, Cuban Missile Crisis, OPEC oil crisis, Iranian Revolt, "911", terrorism, etc.).

NCES.WH.H.8.3 - Analyze the "new" balance of power and the search for peace and stability in terms of how each has influenced global interactions since the last half of the twentieth century (e.g., post WWII, Post Cold War, 1990s Globalization, New World Order, Global Achievements and Innovations).

NCES.WH.H.8.4 - Analyze scientific, technological and medical innovations of postwar decades in terms of their impact on systems of production, global trade and standards of living (e.g., satellites, computers, social networks, information highway).

NCES.WH.H.8.5 - Explain how population growth, urbanization, industrialization, warfare and the global market economy have contributed to changes in the environment (e.g., deforestation, pollution, clear cutting, Ozone depletion, climate change, global warming, industrial emissions and fuel combustion, habitat destruction, etc.).

NCES.WH.H.8.6 - Explain how liberal democracy, private enterprise and human rights movements have reshaped political, economic and social life in Africa, Asia, Latin America, Europe, the Soviet Union and the United States (e.g., U.N. Declaration of Human Rights, end of Cold War, apartheid, perestroika, glasnost, etc.).

NCES.WH.H.8.7 - Explain why terrorist groups and movements have proliferated and the extent of their impact on politics and society in various countries (e.g., Basque, PLO, IRA, Tamil Tigers, Al Qaeda, Hamas, Hezbollah, Palestinian Islamic Jihad, etc.).

http://center.ncsu.edu/standards/NCES/NCES_pdf/World%20History.pdf

CURRICULUM CREDITS AND COPYRIGHT

C3 Framework. National Council for the Social Studies. <https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf>

Modern US and World History Pack Teacher Guide by Jonathan Crabtree and Rea Berg. <https://www.bfbooks.com/Modern-US-and-World-History-Pack>

National Curriculum Standards for Social Studies. National Council for the Social Studies. <https://www.socialstudies.org/standards/strands>

North Carolina Essential Standards for World History. North Carolina Department of Public Instruction. http://center.ncsu.edu/standards/NCES/NCES_pdf/World%20History.pdf

Six+ Trait Writing Model of Instruction and Assessment. Education Northwest. 2018. <https://educationnorthwest.org/traits>

Standard for the English Language Arts by the National Council for Teachers of English https://secure.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf?_ga=2.58317674.1733782660.1592371935-1791990579.1592371935

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