

Content, Skills, and Assessment Map

Teacher –Matthew Olds School: KHS Grade 11-12 Course or Content Area:AP World History

Month	Content	Skills	Assessment
	What topic(s) is being covered and what is the important vocabulary? What do students need to know? Think nouns!	What do students have to be able to do connected to the Content? Think verbs!	What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?

Aug/Sept	Early civilizations World Foundation • Egypt 1000 (8 weeks) • Greece • Rome Human Interaction	Students need to be able to write and discuss human interactions at the foundations of civilization in terms of the “roles” that have developed today concerning gender, technology, religion and economics	
October	<ul style="list-style-type: none"> • Gender relations • Technology • Development of Europe/Asia • All world religions and foundations 	Students must recognize proper sources and make valid conclusions using specific data. Students should be able to interpret cultural conditions using art, literature and architecture.	
November/ December	1000-1450 (8 weeks) World developing Almost connected Development of Economics Remnants of old empire <ul style="list-style-type: none"> • Gender • Technology • Economics • Trade • Slavery 	Students will be able to recognize new pressures concerning local gov’t. and the creation of vast amounts of monarchial power. Students will begin to see the world developing into its current form and be able to discuss some of the cause/effect relationships for the world’s current situations. Students will be able to discuss developing social-political models beginning to be set up in specific locals and the differences beginning to really make a difference among those who have power and those who don’t.	
January	1450 – 1750 (8 weeks) Connected world Escape from Middle Ages Europe <ul style="list-style-type: none"> • Exploration • China/Japan 	(See above)	

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February	Medieval East 1450 – 1750 Continued Empires <ul style="list-style-type: none"> • Technology • Interaction • Religion • War 	Students will argue cause/effect relationships involving the development of new world real estates and resources. New world effects on China/Japan and South America/Africa	
March	Modern World 1750 – 1914 (7 weeks) developing <ul style="list-style-type: none"> • Colonization, slavery • Colombian exchange • Cultures maturing • Religious establishment 	Explain the effects of political – social issues on the developing world. Understand the motivation behind imperialization and the development of different styles of gov't.	
April	<ul style="list-style-type: none"> • India/China • Imperial world • Democracy – freedom in gov't. 	Explain how the American Revolution and subsequent French Revolution changed the face of Europe and the collective thinking of the world. How human rights changes the world.	
May	World in crisis and peace 1914 – present WWI – Bolsheviks WWII – Chinese Rev.	Students will be able to discuss the events that set up WWI & WWII as well as the world that ensued.	
June	Red score – red books – moa Stalin – Hitler Cold War Smeller 3 rd world development	Students will understand the development of the Modern World, politics, and different economic foundation of 3 rd world societies.	

