

Saddlebrook Preparatory School

World History

Saddlebrook Course Number: 78

Subject Area: *Social Studies*

Florida DOE Course Number: 2109310

Course Title: *World History*

Credit: 1.0

Will meet graduation requirement for World History:

A. Major Concepts/Content.

The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings.

The content should include, but not be limited to, the following:

- Time-space relationships.
- Prehistory.
- Rise of civilization.
- Cultural universals.
- Development of religion and the impact of religious thought.
- Evolution of political systems and philosophies.
- Interactions between science and society.
- Development of nationalism as a global phenomenon.
- Origin and course of economic systems and philosophies.
- Influence of significant historical figures and events.
- Contemporary world affairs.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

B. Special Note. Students earning credit in this course may not earn credit in World History Honors.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that is most relevant to this course.

D. Successful performance in the course will enable the student to:

- Place historical events in context and will consider their meaning for the future.
- Understand how to meet the challenges of the future.
- Learn how to apply critical thinking skills, writing and debating about domestic and international issues.

After successfully completing this course, the student will:

1. Demonstrate understanding of the influence of physical and cultural geography on the development of civilizations and nation-states.

- understands the early physical and cultural development of humans.
- understands the rise of early civilizations and the spread of agriculture in Mesopotamia, Egypt, and the Indus Valley.
- understands the emergence of civilization in China, Southwest Asia, and the Mediterranean basin.
- understands how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.
- understands past and present trends in human migration and cultural interaction and their impact on physical and human systems.
- understand how the allocation of control of the Earth' surface affects interactions between people in different regions.
- understands the global impacts of human changes in the physical environment.
- know how humans overcome "limits to growth" imposed by physical systems.

- understands the relationships between resources and the exploration, colonization, and settlement of different regions of the world.
- understands the concept of sustainable development.

2. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions of civilizations and nation-states.

- understands significant aspects of the economic, political, and social systems of ancient Greece and the cultural contributions of that civilization.
- understands features of the theological and cultural conflict between the Muslim world and Christendom and the resulting religious, political, and economic competition in the Mediterranean region.
- understands the development of the political, social, economic, and religious systems of European civilization during the Middle Ages.
- understands the significant scientific and social changes from the Age of Reason through the Age of Enlightenment.
- understands transformations in the political and social realms from the Age of Absolutism through the Glorious Revolution to the French Revolution.
- understands significant political developments in Europe in the 19th century.
- understands the effects of the Industrial Revolution.
- analyzes major historical events of the first half of the 20th century.
- understands the political, military, and economic events since the 1950s that have had a significant impact on international relations.
- understands the nature of political authority and the nature of the relationship between government and civil society in limited governments (e.g., constitutional democracies) and unlimited governments (e.g., totalitarian regimes).
- understands factors that have led to increased international interdependence and basic concepts associated with trade between nations.

3. Demonstrate understanding of current and historic events in relation to the experiences, contributions, and perspectives of diverse cultural and ethnic groups, including African-Americans and the Holocaust.

- understands the significant features of the political, economic, and social systems of ancient Rome and the cultural legacy of that civilization.
 - understands cultural, religious, political, and technological developments of civilizations in Asia and Africa.
 - understands significant social, cultural, and religious features of India, and India's conflict with the Moslem Turks.
 - understands significant cultural, religious, and economic features of civilizations in Mesoamerica and Andean South America.
 - understands political and cultural features of the Mongol Empire and the Empire's impact on Eurasian peoples.
 - understands the significant political and economic transformations and significant cultural and scientific events in Europe during the Renaissance.
 - understands significant religious and societal issues from the Renaissance through the Reformation.
 - understands the significant economic, political, and cultural interactions among the peoples of Africa, Europe, Asia, and the Americas during the Age of Discovery and the European Expansion.
 - knows the significant ideas and texts of Buddhism, Christianity, Hinduism, Islam, and Judaism, their spheres of influence in the age of expansion, and their reforms in the 19th century.
- 4. Demonstrate understanding of the processes used to create and interpret history.**
- understands how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.
 - use chronology, sequencing, and patterns, to examine interpretations of an event.
- 5. Demonstrate understanding of the interactions among science, technology, and society within global historical contexts.**
- identifies and understands themes in history that cross scientific, economic, and cultural boundaries.

- understands how cultural and technological characteristics can link or divide regions.
- 6. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.**
- evaluates conflicting sources and materials in the interpretation of a historical event or episode.
 - uses a variety of maps, geographic technologies including geographic information systems (GIS) and satellite-produced imagery, and other advanced graphic representations to depict geographic problems.
 - understands the advantages and disadvantages of using maps from different sources and different points of view.
 - (**Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

E. ESOL Modifications.

- Small group and one on one ESOL instruction and content support from ESOL teacher.
- Extended time on assignments and assessments.
- Use of bilingual dictionary or glossary where appropriate (i.e.: not on a definitions test).
- Content read and reworded, adapted to the student's proficiency level.
- Questions read and reworded.
- Separate testing location.
- Proficiency level taken into account on assessment of grammar and mechanics on written assignments; however progress is expected over the course of the year.