

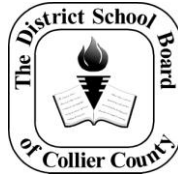


Collier County Public Schools

World History & World History Honors Curriculum Document

Instructional Guide
Sunshine State Standards
Sample Performance Descriptions
Curricular Connections

Revised May 2011



Dr. Kamela Patton
Superintendent of Schools

THE DISTRICT SCHOOL BOARD OF COLLIER COUNTY

Julie Sprague, Chair
Roy M. Terry, Vice Chair
Barbara Berry, Member
Patricia Carroll, Member
Kathleen Curatolo, Member

This report has been prepared by Collier County Public Schools.
Additional copies, if available, may be obtained by writing:

Collier County Public Schools

Report Number

Coordinated by:

Wendy Hodgson

No Person shall, on the basis of race, national origin, sex, handicap, marital status, religion or age be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices, conducted by the Collier County Public School System.

MISSION STATEMENT

The mission of the District School Board of Collier County is to provide high quality educational experiences enabling all students to achieve their maximum potential in a safe, positive environment.

Questions or complaints regarding the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973 may be addressed to the Office of Student Services, 5775 Osceola Trail, Naples, FL 34914, phone (239) 337-0001.

COLLIER DISTRICT SCHOOLS

World History Instructional Guide

TABLE OF CONTENTS

Introduction	Page 4
Major District Initiatives	Page 6
Florida Department of Education Course Code Descriptions	Page 7
Explanation of Column Headings	Page 7
How to Read A Sunshine State Standard	Page 8
Instructional Guide and Pacing Outline	Page 9 - 17
Sunshine State Standards and Benchmarks	Page 18 - 25
Appendix	
Course Descriptions	Page 26 – 33
<i>History Alive!</i> Lessons & List of Suggested Resources	Page 34 – 41
Florida Statute 233.061 “Required Instruction”	Page 42
ESOL Strategy Checklist	Page 43

Introduction to all the Social Studies Curriculum Documents

*“Helping each generation to rediscover the meaning
of liberty, justice – the words on the monuments –
is the perennial task of any society . . .”*

John Gardner

The District School Board of Collier County, Florida is committed to a world class education for all its students. Social studies prepares all students to understand and participate effectively in the modern world. Specific core curricula competencies are integral to effective social studies instruction. They include students becoming problem identifiers and solvers, creative and critical thinkers, information analyzers, effective communicators, and concerned citizens and proactive leaders who work cooperatively with others. Such competencies are essential if our students are to meet the challenges of the twenty-first century. Mary McFarland, past president of the National Council for the Social Studies, has stated, “Every child is going to occupy the office of citizen. Every single one. This is critically important in understanding the role of elementary social studies.” The vision of our founding fathers was not just a nation whose citizens participated in government, but rather an “informed” citizenry capable of making the best decisions for themselves and posterity. For this reason it is vital that our students are engaged in the intensive study of those disciplines comprising the social studies at each grade level. It also explains why the majority of the “required instruction” mandates from the Florida legislature are concerned with the teaching of social studies content.

Florida’s Sunshine State Standards divides social studies into four strands (history, geography, civics/government, and economics). Specific standards and benchmarks have been written to focus social studies instruction in these four areas.

A major reason for revising the World and American History curriculum was to make them more amenable to the current high school schedule and to provide sufficient time for teachers to embed literacy strategies. As in the past, teachers of Honors level courses are expected to accelerate, expand and enrich the curriculum beyond the textbook and traditional instructional approaches. The Instructional Guide has thus included many resources where teachers may find interesting web sites for student research and/or investigations and examples of major student projects. Please note that in some cases the resources cited may NOT be present in each school, but are recommended as exemplary sources of information or student activities. In the case of some videos, teachers should note they must first follow district guidelines to secure administrative permission and/or parental consent before students may view the material.

Before ending, some mention needs to be made about the suggested timelines and resources. The timeline needed to be flexible in nature in order to accommodate state-wide testing in the spring and other events that normally impact instruction throughout the year. For this reason, a number of FLEX days were made available for each course. Again, it is not expected that teachers will be able to complete all the suggested activities or be able to use all the suggested resources. We encourage teachers, however, to investigate with their peers which resources may be best suited to their needs and to attempt to secure these for their school. A list of where to locate the resources has been included in the appendix.

Finally, as noted on our cover, this curriculum guide is a work in progress. It will be our intent to continue to modify and improve the guide so that it may be of value to teachers, not only now, but in the future as well.

This Social Studies Curriculum Guide is meant to be truly a guide for teachers and other curriculum planners. It is not a script, a cookbook, or a mandate. It will help educators in defining the social studies content and skills for students in classrooms. It describes the “what” and gives some suggestions as to the “how” of teaching social studies.

Feel free to contact Wendy Hodgson, Coordinator of Social Studies at 337-0097 if you would like to have more information about social studies education.

MAJOR DISTRICT INITIATIVES

The District School Board of Collier County has embarked upon a number of major initiatives. These are the incorporation of instructional technology into each classroom; the development of an integrated character education curriculum aligned along seven distinct district character traits; and helping students to understand and appreciate the diverse character of our region, country and world.

CHARACTER EDUCATION: The social studies classroom provides excellent opportunities for reinforcing the CCPS character traits. Students of social studies should:

- **Respect** others and their contributions to learning social studies.
- Exhibit **responsibility** for learning social studies.
- Show **kindness** and **charity** toward others in their learning of social studies.
- **Persevere** in their study of social studies.
- Exercise **self-control** in the learning of social studies.
- Be **honest** in their social studies work.
- Demonstrate **fairness** and **integrity** in their interactions with others.
- Exhibit the attributes of good **citizenship** and display appropriate **patriotism**.
- Practice **forgiveness** and **demonstrate** a caring disposition in their relation to others.
- Demonstrate **tolerance** and **cooperation** in their social studies work.

DIVERSITY: Children must understand and appreciate the differences among people. They must feel valued and value others. The social studies classroom should foster such understandings, appreciations, and values. The social studies classroom should promote awareness of the many contributions to social studies by various cultures. Learning social studies means working cooperatively with others. Development of critical thinking and problem solving skills, which are essential to the study and application of social studies, have application to daily living and should be fostered in the classroom.

INSTRUCTIONAL TECHNOLOGY: Whenever possible, websites and software programs have been incorporated into the guide itself. Please refer to the appendix for more information about the above initiatives and the district's Technology Foundations Standards for Students.

FLORIDA DEPARTMENT OF EDUCATION COURSE DESCRIPTIONS FOR SOCIAL STUDIES COURSES

Copies of the State Curriculum Course Descriptions may be found on the Internet at:
<http://data.fldoe.org/crsCode/default.cfm?action=subject&level=912&categoryID=35>

EXPLANATION OF COLUMN HEADINGS

Beneath each grade level strand and standard are five columns. These are headed: (1) Days (2) Topic/Theme/Concept (3) Suggested Activities (4) Suggested Resources, and (5) State Standards.

- (1) & (2) The number of days for each topic represents the best thinking of the writing team for how the content may be adequately addressed. Teachers must identify the key or essential understandings associated with each topic and provide instruction that is appropriate to the age and learning strengths of all students. This curriculum guide is intended to be flexible in nature and should be taught in connection with other subject areas.
- (3) The Suggested Activities have been more fully addressed in the appendix of this document.
- (4) The “Suggested Resources” column contains information about web sites, software programs, book titles, video programs and other resources and have been correlated to the Sunshine State Standards in the last column. Please refer to the appendix for information on how to locate the resource.
- (5) The state standards column is presented here in order to quickly give teachers an indication of the scope of content coverage required by the Florida Department of Education. A more complete listing of these standards with additional examples of how students may be able to demonstrate mastery is provided later in this document.

HOW TO READ THE SUNSHINE STATE STANDARDS

WHAT ARE THE SUNSHINE STATE STANDARDS? They are high levels of expectations for student achievement in Florida for which the state will hold public schools accountable. Standards identify what students should know and be able to do after they complete grades PreK-2, 3-5, 6-8, and 9-12.

WHY ARE THE STANDARDS IMPORTANT? They give parents, students, teachers, and administrators a clear picture of what is expected to be accomplished in school. Since the Standards are established for four developmental levels, the continuous progress of students can be monitored automatically as they develop from pre-schoolers to high school graduates.

HOW ARE THE STANDARDS ORGANIZED? The Sunshine State Standards are organized by subject area, strands, standards, levels, benchmarks and now, grade level expectations (GLE's):

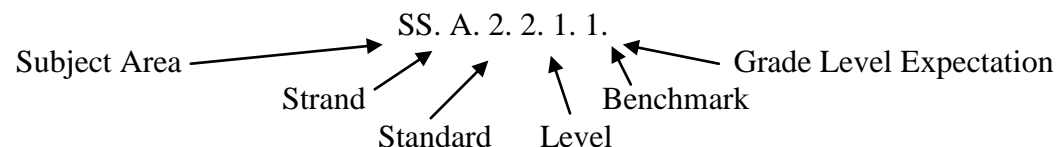
Strand - a label for a category of knowledge, such as reading, writing, measurement or economics.

Standard - a description of general expectations regarding knowledge and skill development within a strand.

Benchmark - a statement of expectations about student knowledge and skill at the end of one of four developmental levels (PreK-2, 3-5, 6-8, 9-12). GLE's reflect even more specific expectations and are suggestions for each grade level.

Strands help to organize the vast amount of information to be learned in a subject area. Each of the strands contains one or more standards. The most specific and important levels of information are the benchmarks and G. Benchmarks translate the general standards into expectations at different levels of student development. Within a standard, one would expect high school students to be performing differently from primary students. The benchmarks describe these differing levels of expectations.

HOW ARE THE STANDARDS CODED? For easy reference, each strand, standard, and benchmark has been assigned a unique identification code.



For example: The first two letters of the code identify the subject area (e.g., LA for language arts; SS for social studies; MA for Math, etc. The third letter identifies the strand. The number in the fourth position identifies the general standard under the strand. The number in the fifth position identifies the developmental level (1 = PreK-2, 2 = grades 3-5, 3 = grades 6-8, 4 = grades 9-12). The sixth number identifies the benchmark under the grade cluster within the standard. The very last number, if present, refers to the respective grade level expectation for the developmental benchmark. (In some documents, the GLE is often omitted and separately written underneath the benchmark. **NOTE: GLE's DO NOT EXIST FOR HIGH SCHOOL COURSES.**

DAYS	TOPIC / Subtopic(s)	SUGGESTED ACTIVIES (* = see appendix for more information)	SUGGESTED RESOURCES (* = see appendix for more information)	STATE STANDARDS
12	I. ANCIENT CIVILIZATIONS Neolithic Revolution Mesopotamia Egypt Asia (Indus / Yellow)	Venn Diagram of Paleolithic/Neolithic eras Compare/Contrast Neolithic life to contemporary city life Explain the economic, social, & geographic factors that led to development of first civilizations Examination of period music and art (History Alive) Chart civilizations / contributions Present a “time travel” play to represent early civs. Research Sumerian cuneiform system of writing & Egyptian hieroglyphics & prepare poster describing how each system worked Write poem on each civilization Analyze Hammurabi’s Code & compare to present Legal system/building codes (FCAT) Write letter as Hammurabi in reference to modern death penalty (FCAT) Compare historic maps of fertile crescent & Egypt with present political borders Use hieroglyphics with current names/alphabet Compare ancient religions to modern Christianity Discuss contributions of each Asian civilization Evaluate how geography impacts the rise of Civilization	<p>The textbook for Regular World History is: Glencoe World History by Spielvogel, et. Al. (2nd edition 2005)</p> <p>The textbook for Honors World History is: World History: Patterns of Interaction by Roger B. Beck, et. al. - McDougal Littell (2005)</p> <p>Ch. 1.2, 2.1, 2.2, 3.1, 3.3 Reg. Ch. 1-4 Hon. Time Life Video – <i>Lost Civilizations</i> PBS Macaulay Video – <i>Pyramid</i> History Alive: Egypt / Near East (for art and music activity) Glencoe Performance Assessment Activity 2 Research Internet sites *</p>	SS.A.2.4.1 – 2.4.3 SS.A.3.4.4 SS.B.1.4.1 – 1.4.2 SS.B.1.4.4 SS.B.2.4.1 – 2.4.7

DAYS	TOPIC / Subtopic(s)	SUGGESTED ACTIVITIES (* = see appendix for more information)	SUGGESTED RESOURCES (* = see appendix for more information)	STATE STANDARDS
13	III. THE ISLAMIC WORLD Byzantium Islam Africa	Analyze the development of the alphabets (Cyrillic) Compare Eastern/Western architecture Summarize the life of Muhammad and the growth of Islam Create posters showing 5 Pillars of Islam, map of Muslim expansion, timeline of Muslim achievements, etc. Compare/contrast Islam, Christianity and Judaism Through primary sources, charts, etc. (make Venn Diagram) Analyze the role of women in Islamic societies and compare to that of Byzantium and others (Use realia – Koran, Bible, Torah, dolls, laws, etc.) Use current events to analyze the Arab-Israeli Conflict Use current events to analyze the War in Iraq, & U.S. relations w/Arab countries in the post 9/11 world Draw map overlays comparing tribal, ancient, and modern boundaries Compare African proverbs to American proverbs Map Activity - Plan trade caravan routes showing sites, products, origins, destinations, topography, etc. Exam regional music, literature, art etc.	Ch. 6, 7, 9.4 Reg. Ch. 8, 10, 11, 15 Hon. Jackdaw Kit – Byzantine Empire History Alive: The Rise of Islam Video: <i>Islam: 600 – 1200 AD</i> SSSS #LH108V-18 \$69. Research Internet Sites * Time Life Video Series – <i>Lost Civilizations</i> , Zenger Media, set of 10 VHS tapes, \$199 #TLV120V-90	SS.A.1.4.1 SS.A.1.4.3 SS.A.2.4.6 SS.A.2.4.8 SS.B.1.4.4 SS.B.2.4.1 – 2.4.7
11	IV. ASIAN SOCIETIES / EMPIRES Indian (to Moguls) East Asian Societies S.E. Asian Societies	Graphic Organizer analyzing the basic beliefs of Hinduism, Confucianism, Buddhism Compare various Asian religions with Islam, Christianity and Judaism (make chart & FCAT writing assignment) Prepare chart showing important religions of the Indian subcontinent Compare/contrast early governments of SE Asian countries w/gov'ts there today Interactive Slides (see History Alive materials) Complete matrix of Chinese contributions	Ch. 8.3, 8.4, 8.5, 16, 21.1, 22 Reg. Ch. 12 Hon. History Alive: Ancient India / China Religions of the World CD Time Life Video Series – <i>Lost Civilizations</i> , Zenger Media, set of 10 VHS tapes, \$199 #TLV120V-90 Video – <i>The Silk Road</i> Research Internet Sites *	SS.A.1.4.3 SS.A.2.4.8 SS.A.3.4.4 SS.B.1.4.4 SS.B.2.4.1 – 2.4.7

DAYS	TOPIC / Subtopic(s)	SUGGESTED ACTIVITIES (* = see appendix for more information)	SUGGESTED RESOURCES (* = see appendix for more information)	STATE STANDARDS
11	V. MEDIEVAL EUROPE Feudalism Towns/Trade/Revival Crusades National Monarchies Black Death	Construct bulletin board illustrating the social Structure of feudalism Participate in assorted mini-dramas, plays and/or simulations illustrating medieval culture Participate in decision-making activity planning their permanent move from city to manor Write an essay arguing whether or not feudalism is a political or economic system Persuasive essay addressing whether or not the Magna Carta was a major influence on U.S. Constitution Maps of the Crusades Analyzing political and religious reasons behind Crusades Compare/contrast the Black Death w/AIDS Use excerpt from primary sources in FCAT prep exercises Use excerpts from “Murder in the Cathedral” Video	Ch. 9.2, 9.3, 9.4, 10.1, 10.4 Reg. Ch. 13-14 Hon. History Alive: Europe Since the Fall of Rome <i>Twenty Exciting Plays</i> – Book PBS Macaulay Video – <i>Cathedral</i> PBS Macaulay Video – <i>Castle</i> Turning Points Video – <i>The Black Death</i> A&E Video – <i>Knights and Armor</i> Video – <i>Joan of Arc</i> Video – <i>Murder in the Cathedral</i> Research Internet Sites *	SS.A.2.4.7 SS.B.2.4.1 SS.B.2.4.2 – 2.4.7

DAYS	TOPIC / Subtopic(s)	SUGGESTED ACTIVIES (* = see appendix for more information)	SUGGESTED RESOURCES (* = see appendix for more information)	STATE STANDARDS
11	VI. EUROPEAN RENAISSANCE & REFORMATION COUNTER-REFORMATION	Interactive Slides comparing Classical/Medieval/Renaissance art and architecture Primary sources including literature, political, and economic documents Construct PowerPoint biographies of Renaissance Figures Analyzing/ranking the contributions of Renaissance thinkers Write an essay comparing the Northern Eur. and Italian Renaissance periods (FCAT) Compose an essay that describes how Renaissance ideas led to the Protestant Reformation. Compose point-of-view essay in which students imagine that they're living in Germany in the 1500s & that they must assert a Catholic or Lutheran point of view about the implications of Luther's reforms on Catholic Church in Germany Compose an essay defending a quotation from a Primary source (FCAT)	Ch. 12 Reg. History Alive: Europe's Transition to the Modern World A&E Biography: Michelangelo Video – <i>Sister Wendy on Art</i> (Bard Keeler) Video – <i>Art of the Western World Series</i> PBS or Zenger, 9 programs on 4 tapes, \$99.99 KU135V-90 Video – <i>The Agony and Ecstasy</i> Research Internet Sites *	Ch. 17 Hon. SS.A.3.4.1 – 3.4.2 SS.B.1.4.4 SS.B.2.4.1
10	VII. GLOBAL EXPLORATION & EXPANSION N.& S. American Civ. Exploration Age of Euro. Empires	Research products exchanged between Two Worlds Analyze Columbus: The Man – The Myth, Saint or Sinner? Then convene debate over his role as “hero & discoverer of the New World” Newspaper covering major events of the Age of Exploration Essay: Identify the causes of European expansion beginning in the 16 th century Identify & discuss changes that resulted from the age of European exploration Outline causes & effects of slave trade on Africa/Europe Essay: explain the political, economic, cultural, & technological influences of Eur. Expansion on both Europeans & non-Europeans Connection to today: Communicable diseases compose essay comparing then & now (FCAT)	Ch. 13 Reg. History Alive: Europe's Transition History Alive: Civilization of the Americas Video: A&E Biography Series: <i>Columbus</i> New Currents Video: <i>The Golden Age of Exploration Explorers of the World</i> CD Rom Research Internet Sites *	Ch. 19 Hon. SS.A.2.4.10 SS.A.3.4.1 – 3.4.3 SS.B.1.1.4 SS.B.2.4.1 – 2.4.7

MID TERM EXAMINATION

Total Number of Planned Days – 80; Flex Days – 7 (Flex days may be used for exam review, or for enhanced instruction of a topic.)

12	VIII. THE AGE OF ABSOLUTISM	<p>Mystery “Who Killed Edward V?” (History Alive) Create a chart comparing absolute monarchs Evaluate the impact of scientific changes – astronomy, physics, etc. Create a PowerPoint presentation showing the social upheavals that took place in Europe from 1500 to 1700 Compare/contrast constitutional monarchy w/absolute monarchy</p>	<p>Ch. 14 Reg. History Alive: Western Europe in the Modern World Video – <i>A Man for All Seasons</i> Video – <i>Cromwell</i> Video – <i>Murder in the Cathedral</i> Video – <i>Becket</i> Research Internet Sites *</p>	<p>Ch. 21 Hon. SS.A.3.4.6 SS.B.1.1.4 SS.B.2.4.1 – 2.4.7</p>
13	IX. THE SCIENTIFIC REVOLUTION & ENLIGHTENMENT Changes in Science Philosophies American Enlightenment	<p>Students will develop and present a new product and an advertisement for the product Analyze reasons for & the impact of Indian/Chinese Lag during this period Conduct a Mock Trial of Galileo Conduct a salon discussing the connection between the Enlightenment and U.S. government and/or art & music Evaluate ideas of Locke, Montesquieu, Voltaire, and Diderot; how did people react to their ideas Identify the changes that resulted from Scientific Revolution Describe the origins of the Scientific Revolution in 16th century Europe & how it impacted scientific thinking worldwide Complete a chart identifying the men and women who contributed to the Scientific Revolution Read Jean Jacques Rousseau’s work titled Discourse on the Origins of the Inequality of Mankind & evaluate his argument that government and laws are made to protect private property but in fact enslave the people who created them. Write an essay that summarizes the worldwide influence of ideas concerning rights and responsibilities that originated from Greco-Roman and Judeo-Christian ideals such as equality before the law.</p>	<p>Ch. 17.1, 17.2, 17.3 Reg. History Alive: Western Europe in the Modern World Video: <i>Mutiny on the Bounty</i> A&E Video: Biography Series - <i>Newton</i> Research Internet Sites *</p>	<p>Ch. 22 Hon. SS.A.1.4.3 SS.A.3.4.5 SS.A.3.4.6 SS.B.1.4.4 SS.B.2.4.1 SS.B.2.4.1 – 2.4.7</p>

DAYS	TOPIC / Subtopic(s)	SUGGESTED ACTIVITIES (* = see appendix for more information)	SUGGESTED RESOURCES (* = see appendix for more information)	STATE STANDARDS
13	X. AGE OF REVOLUTION English American French Russian	Cooperative groups research various revolutions (English, American, French, Russian, Cuban, etc.) and construct a comparative chart Interactive slides Examination of period art and music Evaluate causes and effects of various revolutions Using the Declaration of the Rights of Man and the Citizen, have students write their own Declaration of the Rights of Young Adults and Students Evaluate Napoleon Bonaparte’s career as French dictator Discuss/evaluate the political & economic issues that led to French Revolution Compare/contrast the executions & destruction during the Reign of Terror in France w/the destruction & killing of native peoples by Spanish & Portuguese forces in Latin America. What do these events have to do w/the respect or lack of respect for human life? How could the oppressors justify their actions? Compare/contrast the American Revolution to the French Revolution Group presentations on key figures of the Russian Revolution Write an essay to identify and explain the causes & effects of the rise of communism in the Soviet Union	Ch. 17.4, 18, 23.3 Reg. Ch. 21-23 Hon. History Alive: Western Europe in the Modern World History Alive: Rise and Fall of the Soviet Union Simulation – The Trial of Nicholas II Simulation - The Trial of Louis XVI (Interact) A&E Video – <i>Napoleon and Wellington</i> Video: <i>The Tale of Two Cities</i> Video: <i>Battles that Changed the World: Trafalgar</i> Research Internet Sites *	SS.A.1.4.3 – 1.4.4 SS.A.3.4.6 – 3.4.7 SS.A.3.4.9 SS.B.1.4.4 SS.B.2.4.1 – 2.4.7

DAYS	TOPIC / Subtopic(s)	SUGGESTED ACTIVITIES (* = see appendix for more information)	SUGGESTED RESOURCES (* = see appendix for more information)	STATE STANDARDS
13	XI. INDUSTRIALIZATION Factory experience Innovation Urbanization	Chart problems / inventions associated with Industrial Revolution Role play: The Trial of Alfred Dreyfus Complete matrix with positive/negative aspects of The Industrial Revolution (History Alive!) Research famines in history and prepare multimedia presentations Read primary source documents on the “factory experience” Compare today’s working conditions with those in the Industrial Revolution era Simulation on Labor / Management Relations Compose an essay comparing reforms in Britain and France. Write a newspaper article on working-class conditions in Britain during the Industrial Revolution Research ideas behind Social Darwinism and the capitalist system & hold a class debate outlining the major difference between the two and their philosophies. Role-play aspects of the Industrial Revolution in England	Ch. 19.1 Reg. Ch. 25 Hon. History Alive: Western Europe in the Modern World National Center for History Simulation: Industrial Revolution Simulation: Labor Negotiations Research Internet Sites * Reading selections from Charles Dickens’ <i>Oliver Twist</i> , <i>Hard Times</i> , or <i>The Old Curiosity Shop</i>	SS.A.3.4.8 SS.B.1.4.4 SS.B.2.4.1 – 2.4.7 SS.D.2.4.6
12	XII. NATIONALISM Italian Unification German Unification Dual Monarchy	Map Activity: The Importance of the World’s Canals Essay on comparing the unification methods in Italy and Germany Trace the impact of nationalism in Austria-Hungary and the modern Balkans Define nationalism and how it can unify people in a country or can lead to war and to discrimination against minority groups. Construct a chronology showing the unification of Italy Make chart showing positive & negative aspects of Napoleon III’s regime Compare & contrast patriotism and nationalism.	Ch. 19.2, 19.3 Reg. Ch. 24 Hon. History Alive: Rise & Fall of the Soviet Union History Alive: Modern Latin America History Alive: Modern Africa	SS.A.3.4.7 SS.B.1.4.4 SS.B.2.4.1

DAYS	TOPIC / Subtopic(s)	SUGGESTED ACTIVITIES (* = see appendix for more information)	SUGGESTED RESOURCES (* = see appendix for more information)	STATE STANDARDS
12	XIII. IMPERIALISM Scramble for Africa Spheres of Influence American Imperialism Early Middle East Conflict	Map of European colonial Empires “Scramble” experiential lesson (History Alive!) Map Activity: Prepare overlays comparing tribal Territorial boundaries with the boundaries of modern African nations. What impact has been the result? Simulate a meeting between the Empress Dowager and her advisors at the end of the last Chinese dynasty Organize small groups and assign each to research an area/country in Africa & how each was impacted by imperialism Create bulletin board that shows the topic of European and American imperialism in Africa, Asia, and Latin America from 1800-1914.	Ch. 21.1, 21.2, 22.1 Reg. Ch. 27 Hon. History Alive: Modern Middle East History Alive: Modern Latin America History Alive: Modern Africa Video: <i>Industry and Europe</i>	SS.B.1.4.4 SS.B.2.4.1 – 2.4.7
13	XIV. 20 th CENTURY OVERVIEW Scarcity Interdependence Conflict Migration Change	Chart the causes and effects of 20 th Century Wars Use maps to analyze the 20 th Century migrations with particular emphasis on refugee problems Simulation: Fashioning a European Union Analyze scarcity using modern environmental Problems Conduct a model UN Simulation – Security Council	History Alive: (Resources Above) History Alive: Communist China and Modern Japan CNN Video: <i>The Cold War</i> CNN Video: <i>The People Bomb</i> (Dist. Media) Video: <i>World Population</i> _(ZPG, Dist. Media) CD Rom: <i>Twentieth Century Warfare</i> CD Rom: <i>Chronicle of the 20th Century</i>	
FINAL EXAMINATION Total Number of Planned Days – 88; Flex Days – 5 (Flex days may be used for exam review, or for enhanced instruction of a topic.)				

Sunshine State Standards

Standard 1	Strand A The student understands historical chronology and the historical perspective. <i>World History – World History Honors</i>			
---------------	---	--	--	--

Level	Number	Benchmark The student:	Sample Performance Descriptions The student:	Goal 3 Standards
10-11	SS.A.1.4.1	understands how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.	works in a small group to research the way in which the Roman Empire was viewed during a particular time period (e.g., the Italian Renaissance and eighteen-century America). The group should report its findings in a presentation.	1,2,4,5,6, 8,9,10
10-11	SS.A.1.4.2	identifies and understands themes in history that crosses scientific, economic, and cultural boundaries.	analyzes the failure of institutions over time to adequately confront serious problems resulting from the relocation of peoples analyzes a major global trend, such as immigration, by identifying connections among individuals, ideas, and events within and across a region or a span of time.	1,2,4,10 1,2,4,6,10
10-11	SS.A.1.4.3	evaluates conflicting sources and materials in the interpretation of a historical event or episode.	examines books, websites, newspaper or magazines from different countries that report on the same event	1,2,4,6,10
10-11	SS.A.1.4.4	uses chronology, sequencing, patterns, and periodization to examine interpretations of an event.	researches and reports on alternative systems of recording time (e.g., Egyptian, Indian, Mayan, Muslim, and Jewish), and the astronomical systems upon which they are based (e.g., solar, lunar or semilunar). The student provides an example for comparison, such as how the same astronomical event might have been recorded in each system.	1,2,4

Standard 2	Strand A The student understands the world from its beginnings to the time of the Renaissance. <i>World History – World History Honors</i>			
---------------	---	--	--	--

Level	Number	Benchmark The student:	Sample Performance Descriptions The student:	Goal 3 Standards
10-11	SS.A.2.4.1	understand the early physical and cultural developments of humans.	after analyzing geographical factors and the characteristics of hunter-gathers societies, describe how technological and social advancements gave rise to stable communities.	1,2,4

Level	Number	Benchmark The student:	Sample Performance Descriptions The student:	Goal 3 Standards
10-11	SS.A.2.4.2	understands the rise of early civilizations and the spread of agriculture in Mesopotamia, Egypt, and the Indus Valley.	with other students in a small group, presents a comparison of patterns of the social, political, and economic systems: the development of language and writing: and the development of religious tradition	1,2,4,7,8,9,10
10-11	SS.A.2.4.3	understands the emergence of civilization in China, southwest Asia, and the Mediterranean basin.	writes a research paper with a visual display about the way in which Chinese, Sumerian, Egyptian and Greek societies saw themselves in relation to their gods.	1,2,4,10
10-11	SS.A.2.4.4	understands significant aspects of the economic, political, and social systems of ancient Greece and the cultural contributions of that civilization.	with other students in a small group, selects a topic from Athens' classical period and then researches and presents to the class a written and oral report with visual aids and supporting quantitative data. Other groups select other topics from a list that could include Greek mythology, the significance of citizenship, and the contributions of Greek philosophers, playwrights, poets, historians, sculptors, architects, scientists, and mathematicians.	1,2,3,4,5,6,7,8,9,10
10-11	SS.A.2.4.5	understands the significant features of the political, economic, and social systems of ancient Rome and the cultural legacy of that civilization.	evaluates and discusses the reasons for the decline and fall of the Roman Empire. presents an analysis of the impact of Pax Romana on the economic, social, and political systems and how it affected the origins, traditions, customs, beliefs and spread of Christianity and Judaism.	1,2,4,7,10 1,2,4
10-11	SS.A.2.4.6	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.	describes the origin, traditions, customs, beliefs and spread of Islam and analyzes the theological differences between Islam and Christianity.	1,2,4,10
10-11	SS.A.2.4.7	understands the development of the political, social, economic, and religious systems of European civilization during the Middle Ages.	presents an analysis of the structure of feudal society and its effects on economic, social, and political systems describes the Age of Charlemagne, the revival of the idea of the Roman Empire, and the spread and influence of Christianity throughout Europe.	1,2,4,7 1,2,10

Level	Number	Benchmark The student:	Sample Performance Descriptions The student:	Goal 3 Standards
10-11	SS.A.2.4.8	understands cultural, religious, political and technological developments of civilizations in Asia and Africa.	describes China and the T'ang Dynasty, the traditions, customs, beliefs, and significance of Buddhism, the impact of Confucianism and Taoism, and the construction of the Great Wall. describes Japan and the development and significance of Shinto and Buddhist religious traditions and the influence of Chinese Culture. describes the kingdoms of Kush and Ghana	1,2,10 1,2,10 1.2.10
10-11	SS.A.2.4.9	understands significant social, cultural, and religious features of India and India's conflict with the Moslem Turks	describes the caste system; the traditions, customs, beliefs and significance of Hinduism; and the conquest of India by the Moslem Turks.	1,2,4
10-11	SS.A.2.4.10	understands significant cultural, religious, and economic features of civilizations in Mesoamerica and Andean South America	works in a small group to research a particular Mesoamerican calendar. The group then presents its finding to the class. After all of the groups have given their presentations, the class discusses the significance of the variations among the calendars.	1,2,3,4,5, 6,7,8,9, 10
10-11	SS.A.2.4.11	understands political and cultural features of the Mongol Empire and the Empire's impact on Eurasian peoples.	works in a small group to create a report that analyzes the trade routes that emerged under Mongol domination. The report should include maps of the trade routes, explain what goods were traded along the various routes, describe the logistics of trading along these routes and discuss the impact these trade routes had on Eurasian peoples.	1,2,3,4,5, 6,7,8,9, 10

Standard 3	Strand A The student understands Western and Eastern civilization since the Renaissance. <i>World History – World History Honors</i>			
---------------	---	--	--	--

Level	Number	Benchmark The student:	Sample Performance Descriptions The student:	Goal 3 Standards
10-11	SS.A.3.4.1	understands the significant political and economic transformations and significant cultural and scientific events in Europe during the Renaissance.	selects an Italian item of trade during the Renaissance to discuss the following questions: What impact could the rise of Italian city-states have on its trade? Would this market have had any interest for the Medicis? How would Machiavelli's Prince' calculate the Medici's interest and his own in this trade item?	1,2,4,10
10-11	SS.A.3.4.2	understands significant religious and societal issues from the Renaissance through the Reformations.	Understands and describes the theological, political, or economic differences that emerged during the Reformation, including the views and actions of such people as Martin Luther, John Calvin, and Henry VIII.	1,2,4,7,10
10-11	SS.A.3.4.3	understands the significant economic, political, and cultural interaction among the people of Africa, Europe, Asia, and the Americas during the Age of Discovery and the European expansion.	explores the impact of trade on the motivations of explorers, on migration and settlement patterns in the New World, on the rise of mercantilism, and on the expansion of slavery. The student analyzes the perspectives of those groups who were voluntarily or involuntarily involved in trade and discusses the advantages and disadvantages of trade for each group.	1,2,4,10
10-11	SS.A.3.4.4	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 19 th century.	compares 19 th -century Buddhism with Christianity, Hinduism, Islam, or Judaism on a common issue such as on the proper relationship of the individual to the state.	1,2,4,10
10-11	SS.A.3.4.5	understands the significant scientific and social changes from the Age of Reason through the Age of Enlightenment.	selects one of the theorists who emerged during the Scientific Revolution such as Isaac Newton, Johannes Kepler, Copernicus, or Galileo; prepares an oral presentation in which he or she discusses the problems the theorist faced socially, politically, and culturally. How were this theorist's ideas received? How did they change or not change the way people viewed the world? How did they influence today's society?	1,2,4,10

Level	Number	Benchmark The student:	Sample Performance Descriptions The student:	Goal 3 Standards
10-11	SS.A.3.4.6	understands transformations in the political and social realms from the Age of Absolutism through the Glorious Revolution to the French Revolution.	works with other in a small group and selects for study Hobbes, Locke, Montesquieu, or Rousseau to discuss which of that philosopher's most significant ideas are reflected in a major social and political document of the 18 th century.	1,2,4,5,6,8,10
10-11	SS.A.3.4.7	understands significant political developments in Europe in the 19 th century.	working in a small group, discuss the political development of Europe in the 19 th century. The student chooses events that he or she believes contributed to this development. The student presents an oral report in which he or she discusses how these events compare to the events of Europe today.	1,2,4,5,8,9
10-11	SS.A.3.4.8	understands the effects of the Industrial Revolution.	with other students in a small group, selects one of the following topics to discuss in an oral presentation: the rise of industrial economies and the link to imperialism and colonialism scientific and technological changes the emergence of economic systems of capitalism and free enterprise (these are just examples)	1,2,4,5,8,9
10-11	SS.A.3.4.9	analyzes major historical events of the first half of the 20 th century.	Possible Research Project	1,2,4
10-11	SS.A.3.4.10	understands the political, military, and economic events since the 1950's that have had a significant impact on international relations.	selects a major political, military, or economic event that has occurred since the 1950s and researches its impact on international relations.	1,2,4,10

Standard 1	Strand B The student understands the world in spatial terms. <i>World History – World History Honors</i>			
-----------------------	--	--	--	--

Level	Number	Benchmark The student:	Sample Performance Descriptions The student:	Goal 3 Standards
10-11	SS.B.1.4.1	uses a variety of maps, geographic technologies including geographic information systems and satellite-produced imagery, and other advanced graphic representations to depict geographic problems.	develops maps to illustrate how population density varies in relationship to resources and types of land use. develops maps, tables, graphs, and charts to depict the geographic implications of current world events.	1,2,4 1,2,3,4
10-11	SS.B.1.4.2	understands the advantages and disadvantages of using maps from different sources and different points of view.	works in small groups to discuss how maps developed by the media, business, government, industry and the military might differ in their depictions of how a recently closed military installation could be used for civilian purposes.	1,2,4,8
10-11	SS.B.1.4.4	understands how cultural and technological characteristics can link or divide regions.	finds examples of how various technologies have been used to reinforce nationalistic or ethnic elitism, cultural separateness and /or independence in different places in the world and discusses with others how these factors have led to the division of regions.	1,2,4,6,7,10

Standard 2	Strand B The student understands the interactions of people and the physical environment. <i>World History – World History Honors</i>			
-----------------------	---	--	--	--

Level	Number	Benchmark The student:	Sample Performance Descriptions The student:	Goal 3 Standards
10-11	SS.B.2.4.1	understands how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.	Participates in a group discussion about how technological advances have led to increasing interaction among regions.	1,2,4,8,10

Level	Number	Benchmark The student:	Sample Performance Descriptions The student:	Goal 3 Standards
10-11	SS.B.2.4.2	understands past and present trends in human migrations and cultural interactions and their impact on physical and human systems.	works with a partner to examine how social, economic, political, and environmental factors have influenced migration and cultural interaction in a selected area and organizes the information into a written report including illustrative charts, graphs, or tables where appropriate.	1,2,3,4,10
10-11	SS.B.2.4.3	understands how the allocation of control of the Earth's surface affects interactions between people in different regions.	uses world maps to examine how control of various areas on Earth has affected free-trade agreements.	1,2,4
10-11	SS.B.2.4.4	understands the global impacts of human changes in the physical environment.	Participates in a debate regarding how human activities have or have not led to tropical soil degradation, habitat destruction, air pollution or global warming.	1,2,4,5,6,7, 8, 9
10-11	SS.B.2.4.5	knows how humans overcome "limits to growth" imposed by physical systems.	Investigates how people who live in naturally hazardous regions use technology and other adaptation techniques to thrive in their environments and compares his or her findings with those of other students.	1,2,4,7,8,10
10-11	SS.B.2.4.6	understands the relationships between resources and the exploration, colonization, and settlement of different regions of the world.		
10-11	SS.B.2.4.7	understands the concept of sustainable development.	with a partner, researches some of the consequences of mining the rutile sands along the coast of eastern Australia near the Great Barrier Reef and develops some possible solutions to this problem. works with others in a small group to discuss some of the consequences of cutting the rain forest in Indonesia in response to a demand for lumber in foreign markets and brainstorm possible solutions to this problem.	1,2,4,5,7,8 1,2,4,7

Standard 1	Strand C The student understands the structure, functions, and purpose of government and how the principles and values of American democracy are reflected in American Constitutional government. <i>World History – World History Honors</i>			
---------------	--	--	--	--

Level	Number	Benchmark The student:	Sample Performance Descriptions The student:	Goal 3 Standards
10-11	SS.C.1.4.1	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).	selects examples of constitutional democracies and totalitarian regimes and discusses in small groups their similarities and differences.	1,2,4,5,8,9

Standard 2	Strand D The student understands the characteristic of different economic systems and institutions. <i>World History – World History Honors</i>			
---------------	--	--	--	--

Level	Number	Benchmark The student:	Sample Performance Descriptions The student:	Goal 3 Standards
10-11	SS.D.2.4.6	understands factors that have led to increase international interdependence and basic concepts associated with trade between nations.	with other students in a small group, identifies three items that are not typically produced in the United States (e.g., bananas, wool and coffee) even though they could be produced here. The group develops and defends an explanation for why the United States should continue to import or begin to produce the item here, using economic terms and concepts (e.g., opportunity costs, relative prices, and absolute advantage).	1,2,3,4,5,6,7,8,9,10

COURSE DESCRIPTION – GRADES 9-12, ADULT

Subject Area: Social Studies

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 (2109320) or Eastern and Western Heritage (2100370).

Course Number: 2109310 – World History

Page 2 of 4

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

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.

- SS.A.2.4.1 understand the early physical and cultural development of humans.
- SS.A.2.4.2 understand the rise of early civilizations and the spread of agriculture in Mesopotamia, Egypt, and the Indus Valley.
- SS.A.2.4.3 understand the emergence of civilization in China, Southwest Asia, and the Mediterranean basin.
- SS.B.2.4.1 understand how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.
- SS.B.2.4.2 understand past and present trends in human migration and cultural interaction and their impact on physical and human systems.
- SS.B.2.4.3 understand how the allocation of control of the Earth's surface affects interactions between people in different regions.
- SS.B.2.4.4 understand the global impacts of human changes in the physical environment.
- SS.B.2.4.5 know how humans overcome "limits to growth" imposed by physical systems.
- SS.B.2.4.6 understand the relationships between resources and the exploration, colonization, and settlement of different regions of the world.
- SS.B.2.4.7 understand 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.

- SS.A.2.4.4 understand significant aspects of the economic, political, and social systems of ancient Greece and the cultural contributions of that civilization.

Course Number: 2109310 – World History

Page 3 of 4

- SS.A.2.4.6 understand 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.
- SS.A.2.4.7 understand the development of the political, social, economic, and religious systems of European civilization during the Middle Ages.
- SS.A.3.4.5 understand the significant scientific and social changes from the Age of Reason through the Age of Enlightenment.

- SS.A.3.4.6 understand transformations in the political and social realms from the Age of Absolutism through the Glorious Revolution to the French Revolution.
- SS.A.3.4.7 understand significant political developments in Europe in the 19th century.
- SS.A.3.4.8 understand the effects of the Industrial Revolution.
- SS.A.3.4.9 analyze major historical events of the first half of the 20th century.
- SS.A.3.4.10 understand the political, military, and economic events since the 1950s that have had a significant impact on international relations.
- SS.C.1.4.1 understand 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).
- SS.D.2.4.6 understand 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-American and the Holocaust.

- SS.A.2.4.5 understand the significant features of the political, economic, and social systems of ancient Rome and the cultural legacy of that civilization.
- SS.A.2.4.8 understand cultural, religious, political, and technological developments of civilizations in Asia and Africa.
- SS.A.2.4.9 understand significant social, cultural, and religious features of India, and India's conflict with Moslem Turks.
- SS.A.2.4.10 understand significant cultural, religious, and economic features of civilizations in Mesoamerica and Andean South America.
- SS.A.2.4.11 understand political and cultural features of the Mongol Empire and the Empire's impact on Eurasian peoples.

Course Number: 2109310 – World History

Page 4 of 4

- SS.A.3.4.1 understand the significant political and economic transformations and significant cultural and scientific events in Europe during the Renaissance.
- SS.A.3.4.2 understand significant religious and societal issues from the Renaissance through the Reformation.
- SS.A.3.4.3 understand 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.

SS.A.3.4.4 know 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.

SS.A.1.4.1 understand how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.

SS.A.1.4.4 use chronology, sequencing, patterns, and periodization to examine interpretations of an event.

5. Demonstrate understanding of the interactions among science, technology, and society within global historical contexts.

SS.A.1.4.2 identify and understand themes in history that cross scientific, economic, and cultural boundaries.

SS.A.1.4.4 understand 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.

SS.A.1.4.3 evaluate conflicting sources and materials in the interpretation of a historical event or episode.

SS.A.1.4.1 use a variety of maps, geographic technologies including geographic information systems (GIS) and satellite-produced imagery, and other advanced graphic representations to depict geographic problems.

SS.A.1.4.2 understand 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 described in language arts and mathematics benchmarks that pertain to this requirement.)

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Social Studies
Course Number: 2109320
Course Title: World History Honors
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 (2109310) or Eastern and Western Heritage (2100370).

The course requirements for this honors course are consistent with World History, Course Number 2109310. The district shall develop a description of additional requirements to provide for in-depth or enriched study of the course requirements.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

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.

- SS.A.2.4.1 understand the early physical and cultural development of humans.
- SS.A.2.4.2 understand the rise of early civilizations and the spread of agriculture in Mesopotamia, Egypt, and the Indus Valley.
- SS.A.2.4.3 understand the emergence of civilization in China, Southwest Asia, and the Mediterranean basin.
- SS.B.2.4.1 understand how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.
- SS.B.2.4.2 understand past and present trends in human migration and cultural interaction and their impact on physical and human systems.
- SS.B.2.4.3 understand how the allocation of control of the Earth’s surface affects interactions between people in different regions.
- SS.B.2.4.4 understand the global impacts of human changes in the physical environment.
- SS.B.2.4.5 know how humans overcome “limits to growth” imposed by physical systems.
- SS.B.2.4.6 understand the relationships between resources and the exploration, colonization, and settlement of different regions of the world.
- SS.B.2.4.7 understand 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.

- SS.A.2.4.4 understand significant aspects of the economic, political, and social systems of ancient Greece and the cultural contributions of that civilization.

- SS.A.2.4.6 understand 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.
- SS.A.2.4.7 understand the development of the political, social, economic, and religious systems of European civilization during the Middle Ages.
- SS.A.3.4.5 understand the significant scientific and social changes from the Age of Reason through the Age of Enlightenment.
- SS.A.3.4.6 understand transformations in the political and social realms from the Age of Absolutism through the Glorious Revolution to the French Revolution.
- SS.A.3.4.7 understand significant political developments in Europe in the 19th century.
- SS.A.3.4.8 understand the effects of the Industrial Revolution.
- SS.A.3.4.9 analyze major historical events of the first half of the 20th century.
- SS.A.3.4.10 understand the political, military, and economic events since the 1950s that have had a significant impact on international relations.
- SS.C.1.4.1 understand 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).
- SS.D.2.4.6 understand 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.

- SS.A.2.4.5 understand the significant features of the political, economic, and social systems of ancient Rome and the cultural legacy of that civilization.
- SS.A.2.4.8 understand cultural, religious, political, and technological developments of civilizations in Asia and Africa.
- SS.A.2.4.9 understand significant social, cultural, and religious features of India, and India's conflict with the Moslem Turks.
- SS.A.2.4.10 understand significant cultural, religious, and economic features of civilizations in Mesoamerica and Andean South America.
- SS.A.2.4.11 understand political and cultural features of the Mongol Empire and the Empire's impact on Eurasian peoples.

- SS.A.3.4.1 understand the significant political and economic transformations and significant cultural and scientific events in Europe during the Renaissance.
- SS.A.3.4.2 understand significant religious and societal issues from the Renaissance through the Reformation.
- SS.A.3.4.3 understand 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.
- SS.A.3.4.4 know 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.

- SS.A.1.4.1 understand how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.
- SS.A.1.4.4 use chronology, sequencing, patterns, and periodization to examine interpretations of an event.

5. Demonstrate understanding of the interactions among science, technology, and society within global historical contexts.

- SS.A.1.4.2 identify and understand themes in history that cross scientific, economic, and cultural boundaries.
- SS.B.1.4.4 understand 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.

- SS.A.1.4.3 evaluate conflicting sources and materials in the interpretation of a historical event or episode.
- SS.B.1.4.1 use a variety of maps, geographic technologies including geographic information systems (GIS) and satellite-produced imagery, and other advanced graphic representations to depict geographic problems.
- SS.B.1.4.2 understand 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.)

APPENDIX

Suggested *History Alive!* Lesson Plans

The History Alive! Program contains hundreds of lesson plans. Those listed here have been tried and used successfully by teachers in our county. Although the district has made a major commitment to *History Alive!* training, it has been the responsibility of schools to order those individual kits teachers feel best meet their needs. Materials are in many of the schools, and additional resources may be obtained from the address found on the resource list.

Notebook: “Ancient Egypt and the Near East”

A. *Mesopotamia*

1. Name of exercise: #2.2 Hammurabi Court Cases
2. Point of exercise:
 - a. to understand and to appreciate early codes of law
 - b. to compare early codes to modern attitudes
3. Brief description of exercise:

Groups read court case and assign characters to portray, practice with simple props/costumes. After each play, the class judges the case based on Code of Hammurabi.
4. Includes:

9 actual cases in short form matrix of court cases and categories for student to fill out, Egyptian music, guidelines/instruction for students and teacher

B. *Ancient Egypt / Kush*

1. Name of exercises: #3.2 Ancient Egyptian Daily Life
2. Point of exercise:

To understand contributions of Ancient Egypt
3. Brief description of exercise:

Place placards containing written information on contributions around the room or along a hall. Students walk from station to station to obtain information to complete matrices. This can then be used to create an illustrated journal that describes daily life in Ancient Egypt.
4. Includes:

Slides, written information to match with placard, matrix with partial drawings and place for writing summary of records, teacher guidelines.

II. Notebook: Western Europe in the Modern World

A. *Section 1: The Rise of Democracy*

1. Name of exercises:
 - #1.1 The Challenge of Ruling: Forming a Government
 - #1.2 Debating the Ideal Government
2. Point of exercises:

To reflect upon one's personal idea of government rule and relate that to Western European choices of government

3. Brief description of exercises:
An experience on a "deserted island" which demonstrates the challenges of governing using the concepts of democracy and autocracy
4. Includes: 1.1 Student handout of rules to create a government in an experience, teacher guidelines for experience, and wrap up to help relate/compare exercise to modern day, timeline for events in the evolution of democracy, role playing press conference: 1.2 historical figures including Queen Elizabeth, T. Hobbes, J. Locke

B. Section 1: The Rise of Democracy

1. Name of exercise:
#1.3 Experiencing the French Revolution #1.4 Creating a story book
2. Point of exercises:
To understand the three stages of the French Revolution
3. Brief description of exercises:
The students assume the roles of individuals from that period through the following stages: the financial crisis, the moderate stage, and revolutionary fervor then may continue by doing 1.3 creating the storybook
4. Includes:
Teacher guidelines, interactive slides with historical summaries for teacher, role cards

C. Section 2: Era of the Industrial Revolution

1. Name of exercise:
#2.1 Rise of Industrialism
#2.2
2. Point of exercises:
To understand the background and the effects of the Industrial Revolution
3. Brief description of exercises:
Uses slides of pre-industrial society, agricultural revolution, early capitalism in Great Britain, development of the factory system, etc. to answer critical thinking question, record notes after interacting with these slides 2.2 investigating the effects of the Industrial Revolution with a matrix to record positive/negative effects
4. Includes:
Teacher guidelines, discussion question links to broad concepts of inventions, general history questions with short synopsis of period, suggestions for graphics, flow charts, and music of period, direction for writing an editorial as an English journalist in 1830

D. Section 3: Colonialism: European modernization exported

1. Name of exercise: Scramble for Territory
#1.3 Experiencing the French Revolution
2. Point of exercise:
Personal experience of greed and different personal styles compared with that of imperialists
3. Brief description of exercise:

Students compete to claim possession and to reconfigure classroom furniture in order to understand European rush to claim land in Africa and other parts of the world

4. Includes:

Teacher directions, students' handout directions, slides, wrap-up questions, and suggestions for an overhead transparency that compares the personal experience with that of actual history

List of Suggested Resources and Websites:

History Alive, Inc.
T.C.I
2465 Latham St. Suite 100
Mountain View, CA 94040
<http://www.teachci.com>

(Materials which ought to be available in all schools)

New York Times "Upfront"
Scholastic Inc.
555 Broadway, NY, NY
10012-23999

Social Studies School Service
10200 Jefferson Boulevard
P.O.Box 802
Culver City, CA 90232-0802
1-800-421-4246 or <http://socialstudies.com>
(Most of the videos and other resources may be obtained here!)

Excellent Search Engines:

www.about.com

www.lycos.com

www.netscape.com

www.kn.pacbell.com/wired/fil

www.yahoo.com

www.google.com

Useful Web-sites Reviewed by Teachers:

1. <http://nytimes.com/learning/> general resources, order forms, etc.
2. <http://www.historychannel.com/cgi-bin/framed.cgi> general resource guide
3. <http://motlc.weisenthal.com/index.html> Museum of Tolerance On-line - Weisenthal use Blue Web'n
4. www.library.com general resource
5. www.libraryspot.com general resource
6. www.loc.gov Library of Congress
7. www.nara.gov National Archives
8. www.nationalgeographic.com go to Education

9. www.teachertidbytes.com general resource
10. <http://www.teachtci.com/> History Alive! Activity samplers order
11. www.maps101.com Free for one month only but great!
12. www.mapquest.com maps of all types!

13. www.nytimes.com/upfront 2 years of back copies available
14. www.louvre.fr Louvre Museum can be brought up in English
15. <http://puzzlemaker.school.discovery.com> makes vocabulary games
16. <http://dsc.discovery.com> general resource
17. www.csun.edu lesson plans of all types (Go to Netscape first)
18. www.unitedstreaming.com online videos for various social studies themes

Internet Websites to Explore! ALL GRADES SOCIAL STUDIES

Search Results from YAHOO:

http://dir.yahoo.com/Social_Science/ - Yahoo's search results page for Social Science – THOUSANDS of Links (4,300 on American History; 43 on the Crusades ALONE! Etc. A *must* site!)

http://www.yahooligans.com/School_Bell/Social_Studies/ - Yahoo's results page for kids.

GEOGRAPHY

<http://www.nationalgeographic.com/> - National Geographic Society Home Page

<http://www.es.mq.edu.au/courses/GEOS219/popsites.htm> - Useful Population Studies Sites from Around the World

GOVERNMENT SITES

www.census.gov. - the “official” U.S. government census site.

<http://www.townhall.com> - Web site dedicated to governmental issues.

http://www.brillig.com/debt_clock/ - page devoted to the topic of the debt and federal finance issues.

<http://www.nara.gov/> - U.S. Government Archives Site. Online visit to the “Treasures of Congress”.

<http://scrtec.org/track/tracks/f01397.html> - “Civil Rights” link of the ACLU. Features links to dozens of

liberal political organizations (like People for the American Way, etc.) and a Supreme Court “Watch”

section which highlights current court issues.

<http://scrtec.org/track/tracks/f01397.html> - CLOSE UP Foundation's Home Page; take it's “Civics Quiz”,

links to hot topics (like capital punishment) and take the “Virtual Tour” of Washington's sites.

<http://www.ed.gov/index.html> - U.S. Dept. of Education Home Page

HISTORY, AMERICAN

(See Yahoo Search page. Sub-topics: Black History; American History, AP European History, Ancient History, Native American.

AMERICAN HISTORY

<http://www.historychannel.com/cgi-bin/framed.cgi> - History Channel Home Page

<http://sunsite.utk.edu/civil-war/warweb.html> - American Civil War Home Page (Links to Hundreds of Other Civil War sites.)

HISTORY, WORLD

(See Yahoo search listing) Sub topics, Ancient History, AP European, Holocaust

http://www.duhaime.org/law_museum/hamm1.aspx - Hammurabi's Code

<http://www.perseus.tufts.edu> – wide range of Greek and Roman resources (plays, speeches, artwork, etc.)

<http://physics.nist.gov/GenInt/Time/time.html> - “A Walk Through Time” – reviews the history of clocks and measuring time.

<http://www.medievalcrusades.com> - an in-depth site devoted to the Crusades

<http://www.cocc.edu/cagatucci/classes/hum211/timelines/htimeline2.htm> - a site devoted to African Empires

http://www.archives.gov/exhibit_hall/featured_documents/magna_carta/magna_carta_translati.on.html - a translation of the Magna Carta

<http://www.fordham.edu/halsall/source/mpolo44-46.html> - narratives of Marco Polo

<http://www.chronique.com> – everything you want to know about knighthood

<http://etext.virginia.edu/salem/witchcraft> - transcripts of the Salem Witch Trials

<http://eserver.org/18th> - collections of 18th century novels, plays, treatises, and political writings (i.e. Thomas Paine, Montesquieu, Voltaire, Locke, Franklin, Voltaire, & writings on the French Revolution)

<http://www.pbs.org/empires/napoleon> - a website detailing Napoleon's battles (includes a battlefield simulator)

<http://www.smplanet.com/imperialism/toc.html> - The Age of Imperialism

http://www.invent.org/hall_of_fame/1_0_0_hall_of_fame.asp - extensive list of inventors w/short history of their inventions

ANCIENT HISTORY

<http://eawc.evansville.edu> – info. on ancient Egypt, Greece, Rome, India, China

HOLOCAUST

<http://www.ushmm.org/> - Holocaust Museum Home Page, Washington, D.C.

<http://www.eliewieselfoundation.org> – homesite of Elie Wiesel, Auschwitz survivor& Nobel Peace Prize winner

INTERNATIONAL AFFAIRS

<http://www.worldpress.org/> - World Press Review Magazine's web site. Excellent resource for MUN teams.

<http://www.derechos.org/human-rights/afr/> - Site devoted to Human Rights around the world.

Top window is Africa, but screen down to the bottom and there are links to the rest of the world.

Cato Institute: <http://www.cato.org/>

Rand Corporation: <http://www.rand.org/>

Heritage Foundation: <http://www.heritage.org/>

Brookings Institution: <http://www.brook.edu/>

<http://iis.stanford.edu/> - Institute for International Studies, Stanford Univ.

NEWS INFORMATION SITES

<http://www.pathfinder.com/time/search/index.html> - official site for US NEWS and WORLD REPORT

MAGAZINE

<http://www.naplesnews.com/> - Official site for Naples Daily News

<http://www.pathfinder.com/time/search/index.html> - Official Time Magazine Web Site.

<http://www.thenation.com/> - The NATION magazine. (Very liberal)

<http://www.thefed.com/> - The FEDERALIST magazine. (Very conservative)

“POINT, COUNTER POINT” SITES

(May contain controversial information)

<http://www.americanpatrol.com/> - a site which concentrates on the “evils” threats of illegal immigration.

PROFESSIONAL ORGANIZATIONS

<http://www.ncss.org/> - NCSS home page

<http://www.history.org/nche> - National Council for History Education, Inc.

<http://www.sscnet.ucla.edu/nchs/> - National Center for History in the Schools. The group that developed

the History National Standards and which sells dozens of unit plans developed around these.

<http://www.flrea.org/> - Florida Law Related Education Association

<http://www.nara.gov/> - National Endowment for the Humanities Home Page

SOCIAL STUDIES (includes all disciplines)

http://dir.yahoo.com/Social_Science/ -Yahoo’s search results page for Social Science – THOUSANDS of

Links (4,300 on American History; 43 on the Crusades ALONE! Etc. A *must* site!)

<http://www.sscnet.ucla.edu/nchs/> - The National Center for History In the Schools, site for the National

History Standards, many unit plans for sale.

<http://www.ncss.org/> - A collection of ELEMENTARY level social studies sites and lesson plans.

1003.42 Required instruction.— Florida Statutes – current

- (1) Each district school board shall provide all courses required for high school graduation and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.
- (2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required, following the prescribed courses of study, and employing approved methods of instruction, the following:
 - (a) The content of the Declaration of Independence and how it forms the philosophical foundation of our government.
 - (b) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.
 - (c) The essentials of the United States Constitution and how it provides the structure of our government.
 - (d) Flag education, including proper flag display and flag salute.
 - (e) The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.
 - (f) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.
 - (g) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.
 - (h) The elementary principles of agriculture.
 - (i) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.
 - (j) Kindness to animals.
 - (k) The history of the state.
 - (l) The conservation of natural resources.
 - (m) Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; nutrition; personal health; prevention and control of disease; and substance use and abuse.
 - (n) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.
 - (o) The study of Hispanic contributions to the United States.
 - (p) The study of women's contributions to the United States.
 - (q) A character-development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature and stresses such character qualities as attentiveness, patience, and initiative. Beginning in school year 2004-2005, the character-development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character-development program that shall be submitted to the department for approval. The character-development curriculum shall stress the qualities of patriotism, responsibility, citizenship, kindness, respect, honesty, self-control, tolerance, and cooperation.
 - (r) In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable.
- (3) Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns.

History.--s. 131, ch. 2002-387.

ESOL STRATEGY SHEETS FOR SOCIAL STUDIES TEACHERS

School _____ Teacher _____ Date _____

	SS1. I built on past experiences.
	SS2. I acquainted students with different cultures.
	SS3. I used students and parents as resources.
	SS4. I had students discuss traditions of their native land.
	SS5. I invited members from ethnic communities to speak to class.
	SS6. I used films, filmstrips, and library books to preview and reinforce materials.
	SS7. I used new vocabulary in simple sentences.
	SS8. I used first-hand experience.
	SS9. I used visual representations – maps, charts, timelines, outlines, concept maps, webs, etc.
	SS10. I used computer assisted instruction.
	SS11. I used cooperative learning.
	SS12. I used peer tutoring.
	SS13. I used multisensory experiences.
	SS14. I used visual aids.
	SS15. I provided or had students look up antonyms/synonyms of new vocabulary.
	SS16. I used new vocabulary within context of materials already presented.
	SS17. I have a bilingual dictionary accessible to students.
	ASSESSMENT
	SS18 Portfolios
	SS19 Modifications of grades
	SS20 Teacher observation
	SS21 Test orally or read test to students.
	SS22 Open book tests
	SS23 Test modifications-multiple choice, matching, true/false, short answer.
	SS24 Provide word bank for tests

Teachers must document the use of ESOL Strategies with LY (Active) ESOL students in social studies classrooms. This may be done by using the above sheet as a checklist on a weekly basis. Teachers may also designate which ESOL Strategies are used with students in their lesson plan book by utilizing the strategy code and placing this directly into their lesson plan book for the day during which the strategy was used.