

World History 9-12 Course – The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

LDC Modules and DBQs: INSTRUCTIONAL SHIFTS

Please utilize the resources and links below throughout the course to optimize student understanding and growth in the classroom:

[FSA Rubric Argumentation/FSA Rubric Informative or Explanatory](#): The FSA rubric is the state rubric used to evaluate all argumentative and informative writing and what will be used in social studies courses for evaluation of DBQs as well as end products.

[PLC process page](#): The PLC process is a valuable process that elicits the four important steps of all good PLCs. This page provides the sequence for using the curriculum documents as you plan for aligned instruction, assess your students, and evaluate their data.

[Test Item Specs](#): The test item specifications will be able to provide all the tested standards, as well as specifics to what is included in certain standards (Example: **SS.912.A.3.11**: Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries. **Remarks/Examples**: Examples may include, but are not limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast).

[Webb's DOK link](#): This page goes into detail about the four different levels of Webb's DOK, as well as examples for each level and how we can bring our level of questioning and student-driven questions to a higher level. Please refer back to these examples throughout the course.

[LDC Templates and LDC Modules](#): The Literacy Design Collaborative provides templates for writing tasks for students as well as already created modules in social studies that include tasks and end product ideas for students throughout the course.

[National History Day](#): This website provides information on this year's upcoming National History Day competition, as well as resources and classroom connections for teachers.

[Stanford, Reading like a Historian](#): This website provides great curriculum for History Lessons, utilizing impactful primary and secondary sources and asking students to "Think Like Historians."

[2015 Florida Statutes](#): These are the 2015 Florida Statutes for required education in social studies courses. For each grade level, teach only those statutes applicable to your discipline. **Exception is Holocaust Education, which needs to be taught at every grade level K-12**

Timeline	Quarter I and II			
Units	<p align="center"><u>Unit I</u> The Pre-Modern World (c. up to 1400) (suggested time: 5 weeks)</p>	<p align="center"><u>Unit II</u> The Rise of Western Civilization (c. 1400 – 1750) (suggested time: 3 weeks)</p>	<p align="center"><u>Unit III</u> The Global Age (c. 1400 – 1750) (suggested time: 4 weeks)</p>	<p align="center"><u>Unit IV</u> The Age of Revolutions (c. 1400 – 1850) (suggested time: 4 weeks)</p>
Unit Overview	<p>Focus Topics: Western Europe, Byzantine Empire, Japan, and the Islamic World</p> <p>This unit focuses on effects of the fall of the Western Roman Empire and continuing development western and eastern Europe, rise of Japanese feudalism and isolationism as well as the rise and influence of Islam.</p>	<p>Focus Topics: Renaissance, Reformation, and Scientific Revolution</p> <p>This unit focuses on the rise of western civilization including the beginning and effects of the Renaissance, Reformation, and Scientific Revolution.</p>	<p>Focus Topics: Sub-Saharan Africa, Pre-Columbian Americas, and Exploration</p> <p>This unit focuses on Pre-Columbian Africa and the Americas as well as the effects of exploration and the Columbian Exchange on the world.</p>	<p>Focus Topics: Absolutism, Enlightenment, and the Atlantic Revolutions</p> <p>This unit focuses to the Enlightenment and its subsequent effects on political revolutions in Europe and the Americas.</p>
Cluster of Standards	SS.9.12.W.2.1-22, SS.9.12.W.3.1-8	SS.9.12.W.4.1-10	SS.9.12.W.3.9-19, SS.9.12.W.4.11-15	SS.9.12.W.5.1-7
Focus Literacy Standards	LAFS.910.WHST.1.1, LAFS.910.WHST.1.2, LAFS.910.RH.1.2	LAFS.910.WHST.1.1, LAFS.910.RH.1.2	LAFS.910.WHST.1.2, LAFS.910.WHST.3.9, LAFS.910.RH.2.5	LAFS.910.WHST.1.2, LAFS.910.WHST.3.9, LAFS.910.RH.2.6
Correlating Textbook Chapters	<ul style="list-style-type: none"> Prentice Hall World History: Chapters 7,8,9,10,12 	<ul style="list-style-type: none"> Prentice Hall World History: Chapter 13 	<ul style="list-style-type: none"> Prentice Hall World History: Chapters 6,11,14,15 	<ul style="list-style-type: none"> Prentice Hall World History: Chapters 16,17,18
Featured LDC Module or DBQ	<ul style="list-style-type: none"> Black Death: How different were Christian and Muslim Responses Samurai and the Knights Why did Islam Spread so Quickly? What is the Primary Reason to study the Byzantine? 	<ul style="list-style-type: none"> LDC Module: How The Medieval World Changed What was the important consequences of the Printing Press? How did the Renaissance change man’s view of man? 	<ul style="list-style-type: none"> LDC Module: Age of Exploration – Heroes or Villains? What factors drove the Sugar Trade? 	<ul style="list-style-type: none"> LDC Module: Women in the French Revolution LDC Module: The Enlightenment and the Age of Revolutions The Enlightenment Philosophers: What was their main idea? The Reign of Terror: Was it justified?

Timeline	Quarter III and IV			
Units	<u>Unit V</u> The Industrial Age (c. 1750 – 1914) (suggested time: 3 weeks)	<u>Unit VI</u> The Global Wars (c. 1914 – 1945) (suggested time: 5 weeks)	<u>Unit VII</u> The Cold War (c. 1945 – 1991) (suggested time: 4 weeks)	<u>Unit VIII</u> The Post-Cold War World (c. 1991 – present) (suggested time: 4 weeks)
Unit Overview	<p>Focus Topics: Industrialization, Imperialism, and Nationalism</p> <p>This unit focuses on the effects of industrialization and its effects on imperialism and the rise of nationalism. This unit also addresses the unification of Italy and Germany as well as social movements such as women’s movement and abolition movement.</p>	<p>Focus Topics: World War I, the Great Depression, the Rise of Totalitarianism, and World War II</p> <p>This unit focuses on the causes of the first global conflict (WWI) and its effects, including global depression, the rise of nationalism, the rise of totalitarianism and eventually the second global war.</p>	<p>Focus Topics: The Cold War, and Decolonization</p> <p>This unit focuses on the effects of WWII including the Cold War and its inclusive conflicts as well as the development of post WWII China and Russia. This unit also addresses the rise of African nationalism and its eventual decolonization. This unit will also focus on political changes and conflicts in Asia and Latin America, and religious and political conflicts in the Middle East after the creation of Israel.</p>	<p>Focus Topic: Globalization and Contemporary Global Issues</p> <p>This unit focuses on world global trends including social, economic, political, scientific and technological issues arising in the 20th and 21st centuries.</p>
Cluster of Standards	SS.9.12.W.6.1-7	SS.9.12.W.7.1-11	SS.9.12.W.7.11, SS.9.12.W.8.1-10	SS.9.12.W.9.1-7
Recursive Standards	LAFS.910.WHST.2.4, LAFS.910.RH.2.6	LAFS.910.WHST.2.4, LAFS.910.RH.2.6	LAFS.910.WHST.3.7, LAFS.910.RH.3.9	LAFS.910.WHST.3.7, LAFS.910.RH.2.6
Correlating Textbook Chapters	<ul style="list-style-type: none"> Prentice Hall World History: Chapters 19,20,21,22,23,24,25 	<ul style="list-style-type: none"> Prentice Hall World History: Chapters 26,27,28,29 	<ul style="list-style-type: none"> Prentice Hall World History: Chapters 30,31,32,33 	<ul style="list-style-type: none"> Prentice Hall World History: Chapters 31,32,33
Featured LDC Module or DBQ	<ul style="list-style-type: none"> LDC Module: Europe’s Burden? Western Imperialism Female Mill Workers in England and Japan: How similar were their experiences? APWH 2009 DBQ: Africa’s reactions to European Imperialism 	<ul style="list-style-type: none"> LDC Module: Calculating the Costs – The Atomic Bomb in 1945 What were the Underlying causes of World War I? APWH 2015 DBQ: Responses to the spread of influenza 	<ul style="list-style-type: none"> Gandhi, King, and Mandela: What made non-violence work How did Colonialism affect Kenya? APWH 2012 DBQ 	<ul style="list-style-type: none"> APWH 2011 DBQ: Causes and Consequences of the Green Revolution