

EDUCATIONAL OBJECTIVE:

The purpose of this course is to provide students the opportunity to acquire an understanding of the **Global Community**, and the **socioeconomic**, **geopolitical**, and **religious features**, which shapes this community. The student will also become cognizant of the contributions and achievements of the various cultures, which belongs to the global community. The objectives we will achieve in the class are outlined in the six **Competency-Based Curriculum Components** and **FLORIDA SUNSHINE STATE STANDARDS**.

1. Geographic Understanding
2. Historical Awareness
3. Civic Responsibility
4. Economic Understanding
5. Cultural Awareness
6. Global Perspective

First Nine Weeks

Unit 1: The Rise of Civilization

Human Beginnings, Early Civilizations

Chapters 1-3

Kingdoms and Empires in the Middle East

- Introduction to class

1. Distinguish between prehistory, recorded history, including dates of ancient, medieval and modern periods.
2. Describe and give examples of social, political and economic development from the Paleolithic Age through the Bronze Age.
3. Give examples of the types of governments, societies, economies, and religions that developed among the four major river valley civilizations.
4. Give examples of the types of religions that developed among the four major river valley civilizations.
5. Discuss the basic tenets of Judaism.
6. List the major cultural achievements of early civilizations.

Unit 2: Flowering of Civilizations

The Rise of Ancient Greece

The Height of Greek Civilization

Chapter 4

7. Explain the significance of geography in the development of civilization and nation-states.
8. Trace the origin and development of the classical Greek civilization, placing emphasis on the role of geography in its development.
9. Discuss and analyze factors that discouraged unification among the Greek city-states.
10. Identify the major contributions of classical Greece and their effects on the development of Western civilizations.

Ancient Rome and Early Christianity

Chapters 5-6

11. Identify factors that led to the decline of the Roman Republic and Rise of the Roman Empire.
12. Map the expansion of Rome and suggest reasons for its successful expansion.
13. Compare and contrast aspects of Roman society to contemporary societies.
14. Discuss the development of Christianity.

Flowering of African Civilization

Chapter 7

15. Examine the role of geography in the development of African civilizations.

India's Great Civilization

Chapters 8-9

China's Flourishing Civilization

16. Discuss the role of geography in the development of the classical Indian and Chinese civilizations.
17. Identify the two major religions that developed in classical India.
18. Identify significant individuals and the effect each had on Chinese religion.
19. Trace the developments of and dynastic cycles in Chinese civilization.

Unit 3: Regional Civilizations

Byzantines and Slavs

Chapter 10

20. Identify contributions of the Byzantine Empire to other societies.
21. Trace the major developments in Russia from the 8th century to the 13th century.

Islamic Civilization

Chapter 11

22. Map the spread of Islam from 632 – 750 AD

23. Discuss the basic tenets of Islam and the reasons for its expansion.
24. Compare and contrast the contributions and influences of religious leaders; e.g., Buddha, Confucius, Moses, Jesus, Mohammed.
25. Discuss the causes and the effects of the Crusades.
26. Discuss the events which led to the rise of the Byzantine Empire and the rise of the Ottoman Empire.

***The Rise of Medieval Europe
Medieval Europe at its Height***

Chapters 12-13

27. Discuss the role of the Roman Catholic Church in the Middle Ages and its impact on world civilizations.

Second Nine Weeks

***East and South Asia
Empires of Asia***

Chapters 14, 18

28. Explain the rise and fall of Mogul rule in India

The Americas

Chapter 15

29. Identify the major reasons for world exploration and discuss its results.

**Unit 4: Emergence of the Modern World
*Renaissance and Reformation***

Chapter 16

30. List the achievements of the Renaissance
31. Describe the events that led to the Protestant Reformation, and the role leading figures played in the Reformation.
32. Explain the role of conflict between Catholicism and Protestantism in the history of Europe in the 16th and 17th centuries.
33. Explain how the Roman Catholic Church responded to the Reformation.
34. Compare major individual, events and characteristics of historical periods; e.g. Renaissance, Reformation, Enlightenment.

Expanding Horizons

Chapter 17

35. Identify the major reasons for world exploration and discuss the results.

Royal Power and Conflict

Chapter 19

36. Trace the major developments in Russia from the 8th century to the 13th century.

37. Summarize how the English people gained civil liberties during the 17th and 18th centuries.
38. Describe the democratic traditions that evolved in Great Britain.
39. Discuss the reasons for Russia's historic desire to obtain warm water ports.
40. Discuss the results of 17th and 18th century wars which involved Austria, Poland, Prussia, Russia, Spain, England, and France.
41. Explain the concept of absolutism and how French rulers gained absolute power from the 16th-19th centuries.

******* Review/Mid-term Examination *******

Third Nine Weeks

Unit 5: Age of Revolution

Scientific Revolution

Chapter 20

42. Analyze the "Declaration of the Rights of Man" and the reaction it generated on the part of the French citizens.

English and American Revolutions

Chapter 21

The French Revolution

Chapter 22

43. Suggest reasons for the French Revolution, Napoleon's rise to power and the Napoleonic Wars.

Unit 6: Industry and Nationalism

Age of Industry

Chapter 23

44. Trace the origins and the development of the Industrial Revolution.
45. Analyze the impact of the Industrial Revolution on the western world.
46. Describe how philosophers responded to the problems created by industrialization and "laissez-faire" economics.
47. Identify achievements during the 19th century.
48. Explain how the scientific revolution led to the use of mechanical power and improved industrial production, transportation, and communication after 1900.

Cultural Revolution

Chapter 24

49. Describe the basic ideas of Karl Marx.

Democracy and Reform

Chapter 25

50. Describe the event which led to the independence of Spain and Portugal's Latin American colonies.

Reaction and Nationalism

Chapter 26

51. Cite reasons for economic and political instability in Austria-Hungary, Italy, Ireland, Portugal, the Ottoman Empire, and Spain during the late 19th century.

The Age of Imperialism

Chapter 27

52. Analyze foreign influence in the 19th century and the Japanese response to this influence.
53. Trace the major developments in African civilizations (including European imperialism).
54. Analyze the relationship between industrialism and imperialism during the late 19th century.
55. Locate on a world map, colonial possessions obtained by the industrialized nations before 1914.

Fourth Nine Weeks

Unit 7: World in Conflict

World War I

Chapter 28

56. Discuss the conditions in Russia that led to the March 1917 revolution.
57. Illustrate the global impact of major social, political, economic, cultural, and technological changes that have occurred since WW I
58. Identify the major causes and list the results of World War I and World War II.
59. Discuss the changes brought to Russia by Lenin and Stalin.

Between the Two Fires

Chapter 29-30

Nationalism in Asia, Africa and Latin America

60. Describe the conditions in the post-World War I Europe that led to the rise of dictatorships.
61. Describe the influence of British rule in India; foreign influence on China; foreign influence in Japan; imperialism in Southeast Asia and the Pacific islands; European imperialism in Africa; imperialism in Latin America; foreign influences on Asian and African countries; and foreign involvement in the Middle East after World War II.

World War II

Chapter 31

62. List and discuss the steps taken by the Third Reich to destroy the Europeans Jews and other selected groups.
63. Analyze the global impact of the World Wars.

Unit 8: Contemporary World

The Cold War

Chapter 32

64. Analyze the major events and policies of the Cold War.
65. Compare the system of communism in the former Soviet Union to that of China and other countries.

Asia and the Pacific Africa, The Middle East, Latin America

Chapters 33-36

66. Analyze political, economic, social developments which took place in African and Asian countries after WW II.
67. List reasons for citizen unrest in Central and South America, past and present.
68. Examine the continuing conflicts in the Middle East.

The World in Transition

Chapter 37

69. Describe the major global issues facing the world today and suggest possible solutions; e.g., substance abuse, health issues/AIDS, environment, hunger, human rights.
70. Research and analyze the interdependent nature of current economic issues and problems.

***** **Review – Final Exam** *****

World History Reading List

The Miami-Dade County School Board has mandated that students must choose at least one book each 9 Weeks in each class for outside reading. Below are the guidelines and books you may choose from for your World History Class. The book report must be signed by your parents and turned no later than the assigned due date! Book reports may be turned in any time during the appropriate 9 weeks up to that due date, none will be accepted after that date!

Choose one book from each 9 week group. You may read and hand in a report on 1 additional book each 9 weeks for extra credit. The due date is the same. Each book report must follow the specific forms and instructions given in class.

1st 9 Weeks Due Date:

A biography of any real person from these civilizations:

Europe & the Middle East up to 500CE

(Ancient Mesopotamia, Ancient Egypt, Ancient Persia, Classical Greece, & Ancient Rome)

Early Africa up to 1600CE

Early China up to 50BCE

Early India up to 600CE

OR:

“Gilgamesh”

“Oedipus the King” by Sophocles

“Antigone” by Sophocles

“Electra” by Sophocles

2nd 9 Weeks Due Date:

A biography of any real person from these civilizations:

Byzantine Empire

Early Russia up to 1200CE

Islamic culture up to 1200CE

Medieval Europe 450CE to 1450CE

Ottoman Empire to 1600CE

Mongol Empire

Japan to 1600CE

South East Asia 1600CE

Mogul India 600CE-1600CE

Native Americans up to 1700CE

3rd 9 Weeks Due Date:

“Hamlet”

“MacBeth”

“A Mid Summer’s Night Dream” by Shakespeare

"Candide" by Voltaire
"Robinson Crusoe" by Defoe
"Don Quixote" by Cervantes
"Gulliver's Travels" by Swift

4th 9 Weeks Due Date:

"All Quiet on the Western Front" by Erich Maria Remarque
AND
"Night" by Elie Weisel

Classroom Rules

1. **Be in your assigned seat when the bell rings, ON TIME.**
2. **Extra-credit project will be given each 9-weeks for 3 grades.**
3. **Work assigned by other teachers may NOT be done in class.**
4. **No usage of electronic devices in classroom!!!**

Consequences for Breaking these Rules

1. Demerits
2. Calling Parents or Guardians.
3. Detentions
4. Referrals

Note: These consequences are determined at the teacher's discretion and depend on the severity and frequency of the infraction.

Substitute Teachers. Same rules are applied when a substitute teacher is needed. Same consequences for breaking these rules will be applied.

Assignment Guidelines.

1. Tests will be assigned in advance to allow sufficient time for study.
2. Quizzes may be assigned at any time during class.
3. Essays must be turned in the day they are due at the time specified.
4. No work assigned in my class should be made at another teacher's class.
5. After excused absences students must see me the first day of their return to find out what they have missed.

Objective Grading Scale

90 -100	= A
80 - 89	= B
70 - 79	= C
60 - 69	= D
59 or below	= F

Grade Worth

A = 4 points
B = 3 points
C = 2 points
D = 1 point
F = 0 point

Subjective Grading Assessment

Expository and Persuasive Essay

- A** Overall, this work is excellent. It accomplishes its purpose and communicates clearly what the author intends to say or prove. The thesis statement clearly defines the topic, and explains the purpose of the paper. The introduction also provides the context for and the significance of the topic and lays out the style and organizational pattern to be used in the paper. The audience is engaged immediately. Two or three supporting paragraphs should follow with ideas and details working together in a smooth manner to develop the thesis. The concluding paragraph effectively demonstrates that the author has stated or proven the topic in the thesis statement. The paper is clear, concise, and uses appropriate and high quality vocabulary for the topic and audience. It is very clear that the author's own thinking is paramount throughout the paper. If used, graphics add to the clarity of the paper. The conventions of standard English are correct. The paper is very neat and presentable.
- B** The paper is generally as good as that receiving a rating of A, but it is uneven with some relatively less-developed areas, e.g., common grammatical errors.
- C** The paper is generally similar to that receiving a rating of D, but it has one or two areas that are relatively better developed, e.g., the fair development of the thesis statement, neatness correct grammar.
- D** The thesis statement is unclear as to focus of the topic and/or what the author intends to say or prove regarding it. The introduction does not effectively explain the purpose of the paper, and the body or supporting paragraphs contains ideas that supports the thesis, but the organization is not effective. Some paragraphs, for example, do not contain appropriate supporting details. The conclusion does not, in any manner, convince the reader that the author has proved what was intended to be proved, and it is not clear that the author has adequately or factually explained a specific subject. The conventions of standard written English are not correct. The paper is not neat and presentable.
- NC** The paper is extremely weak in most areas.