



World History Honors (#2109320)

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Course Number: 2109320	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories >
Number of Credits: One (1) credit	Abbreviated Title: WORLD HIST HON Course Length: Year (Y) Course Attributes: <ul style="list-style-type: none">• Honors• Class Size Core Required
Course Type: Core Academic Course	Course Level: 3
Course Status: Course Approved	
Graduation Requirement: World History	

GENERAL NOTES

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.

Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139)

[Action=CMS_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

Course Standards

Aligned Clusters:

MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.

MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Name	Description
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.1:	Remarks/Examples: Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.2.3:	Remarks/Examples: Examples are desertification, global warming, cataclysmic natural disasters.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
	Relate works in the arts to various cultures.
SS.912.H.1.3:	Remarks/Examples: Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
	Compare time measurement systems used by different cultures.
SS.912.W.1.2:	Remarks/Examples: Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
	Interpret and evaluate primary and secondary sources.
SS.912.W.1.3:	Remarks/Examples: Examples are artifacts, images, auditory and written sources.
	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.4:	Remarks/Examples: Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
	Evaluate the role of history in shaping identity and character.
SS.912.W.1.6:	Remarks/Examples: Examples are ethnic, cultural, personal, national, religious.
SS.912.W.2.1:	Locate the extent of Byzantine territory at the height of the empire.
SS.912.W.2.2:	Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.
SS.912.W.2.3:	Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.
	Identify key figures associated with the Byzantine Empire.
SS.912.W.2.4:	Remarks/Examples: Examples are Justinian the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius.
	Explain the contributions of the Byzantine Empire.
SS.912.W.2.5:	Remarks/Examples: Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.
SS.912.W.2.6:	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
SS.912.W.2.7:	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
SS.912.W.2.8:	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.
SS.912.W.2.9:	Analyze the impact of the collapse of the Western Roman Empire on Europe.
SS.912.W.2.10:	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
	Describe the rise and achievements of significant rulers in medieval Europe.
SS.912.W.2.11:	Remarks/Examples: Examples are Charles Martel, Charlemagne, Otto the Great, William the Conqueror.
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.

SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.14:	Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.
SS.912.W.2.15:	Determine the factors that contributed to the growth of a modern economy. Remarks/Examples: Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.
SS.912.W.2.16:	Trace the growth and development of a national identity in the countries of England, France, and Spain.
SS.912.W.2.17:	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe. Remarks/Examples: Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures. Remarks/Examples: Examples are Magna Carta, parliament, habeas corpus.
SS.912.W.2.19:	Describe the impact of Japan's physiography on its economic and political development.
SS.912.W.2.20:	Summarize the major cultural, economic, political, and religious developments in medieval Japan. Remarks/Examples: Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.
SS.912.W.2.21:	Compare Japanese feudalism with Western European feudalism during the Middle Ages.
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam. Remarks/Examples: Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.3:	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
SS.912.W.3.5:	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age. Remarks/Examples: Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.
SS.912.W.3.6:	Describe key economic, political, and social developments in Islamic history. Remarks/Examples: Examples are growth of the caliphate, division of Sunni and Shi'a, role of trade, dhimmitude, Islamic slave trade.
SS.912.W.3.7:	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century. Remarks/Examples: Examples are Crusades, Reconquista.
SS.912.W.3.8:	Identify important figures associated with the Crusades. Remarks/Examples: Examples are Alexius Comnenus, Pope Urban, Bernard of Clairvaux, Godfrey of Bouillon, Saladin, Richard the Lionheart, Baybars, Louis IX.
SS.912.W.3.9:	Trace the growth of major sub-Saharan African kingdoms and empires. Remarks/Examples: Examples are Ghana, Mali, Songhai.
SS.912.W.3.10:	Identify key significant economic, political, and social characteristics of Ghana. Remarks/Examples: Examples are salt and gold trade, taxation system, gold monopoly, matrilineal inheritance, griots, ancestral worship, rise of Islam, slavery.
SS.912.W.3.11:	Identify key figures and significant economic, political, and social characteristics associated with Mali. Remarks/Examples: Examples are Sundiata, Epic of Sundiata, Mansa Musa, Ibn Battuta, gold mining and salt trade, slavery.
SS.912.W.3.12:	Identify key figures and significant economic, political, and social characteristics associated with Songhai. Remarks/Examples: Examples are Sunni Ali, Askia Mohammad the Great, gold, salt trade, cowries as a medium of exchange, Sankore University, slavery, professional army, provincial political structure.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.
SS.912.W.3.14:	Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai. Remarks/Examples: Examples are disruption of trade, internal political struggles, Islamic invasions.
SS.912.W.3.15:	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.
SS.912.W.3.16:	Locate major civilizations of Mesoamerica and Andean South America. Remarks/Examples: Examples are Maya, Aztec, Inca.
	Describe the roles of people in the Maya, Inca, and Aztec societies.

SS.912.W.3.17:	Remarks/Examples: Examples are class structure, family life, warfare, religious beliefs and practices, slavery.
	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
SS.912.W.3.18:	Remarks/Examples: Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.
SS.912.W.3.19:	Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.
SS.912.W.4.1:	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).
SS.912.W.4.2:	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
	Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.
SS.912.W.4.3:	Remarks/Examples: Examples are Petrarch, Brunelleschi, Giotto, the Medici Family, Michelangelo, Leonardo da Vinci, Erasmus, Thomas More, Machiavelli, Shakespeare, Gutenberg, El Greco, Artemisia Gentileschi, Van Eyck.
	Identify characteristics of Renaissance humanism in works of art.
SS.912.W.4.4:	Remarks/Examples: Examples are influence of classics, School of Athens.
SS.912.W.4.5:	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
SS.912.W.4.6:	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
SS.912.W.4.7:	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
SS.912.W.4.8:	Remarks/Examples: Examples are Catholic and Counter Reformation, political and religious fragmentation, military conflict, expansion of capitalism.
	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
SS.912.W.4.9:	Remarks/Examples: Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.
	Identify the major contributions of individuals associated with the Scientific Revolution.
SS.912.W.4.10:	Remarks/Examples: Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
SS.912.W.4.12:	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
SS.912.W.4.13:	Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15:	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
SS.912.W.5.1:	Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.
	Identify major causes of the Enlightenment.
SS.912.W.5.2:	Remarks/Examples: Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.
SS.912.W.5.3:	Summarize the major ideas of Enlightenment philosophers.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.5.5:	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
SS.912.W.5.6:	Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.
SS.912.W.5.7:	Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.
SS.912.W.6.1:	Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.
	Summarize the social and economic effects of the Industrial Revolution.
SS.912.W.6.2:	Remarks/Examples: Examples are urbanization, increased productivity and wealth, rise of the middle class, conditions faced by workers, rise of labor unions, expansion of colonialism.
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.6.4:	Remarks/Examples: Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.
SS.912.W.6.5:	Summarize the causes, key events, and effects of the unification of Italy and Germany.
	Analyze the causes and effects of imperialism.
SS.912.W.6.6:	Remarks/Examples: Examples are social impact on indigenous peoples, the Crimean War, development of the Suez Canal, Spheres of Influence)
	Identify major events in China during the 19th and early 20th centuries related to imperialism.
SS.912.W.6.7:	Remarks/Examples: Examples are Western incursions, Opium Wars, Taiping and Boxer Rebellions, nationalist revolution.
SS.912.W.7.1:	Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.
	Describe the changing nature of warfare during World War I.

SS.912.W.7.2:	Remarks/Examples: Examples are the impact of industrialization, use of total war, trench warfare, destruction of the physical landscape and human life.
SS.912.W.7.3:	Summarize significant effects of World War I. Remarks/Examples: Examples are collapse of the Romanov dynasty, creation of the Weimar Republic, dissolution of the German, Russian, Austro-Hungarian and Ottoman empires, Armenian Genocide, Balfour Declaration, Treaty of Versailles.
SS.912.W.7.4:	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
SS.912.W.7.5:	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
SS.912.W.7.6:	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
SS.912.W.7.7:	Trace the causes and key events related to World War II.
SS.912.W.7.8:	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
SS.912.W.7.9:	Identify the wartime strategy and post-war plans of the Allied leaders. Remarks/Examples: Examples are Churchill, Roosevelt, Stalin.
SS.912.W.7.10:	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
SS.912.W.7.11:	Describe the effects of World War II. Remarks/Examples: Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.
SS.912.W.8.1:	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
SS.912.W.8.2:	Describe characteristics of the early Cold War. Remarks/Examples: Examples are containment policy, Truman Doctrine, Marshall Plan, NATO, Iron Curtain, Berlin Airlift, Warsaw Pact.
SS.912.W.8.3:	Summarize key developments in post-war China. Remarks/Examples: Examples are Chinese Civil War, communist victory, Great Leap Forward, Cultural Revolution, China's subsequent rise as a world power.
SS.912.W.8.4:	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
SS.912.W.8.5:	Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe. Remarks/Examples: Examples are the arms race, Soviet invasion of Afghanistan, growing internal resistance to communism, perestroika and glasnost, United States influence.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.8:	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies. Remarks/Examples: Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades. Remarks/Examples: Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life. Remarks/Examples: Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.
SS.912.W.9.2:	Describe the causes and effects of post-World War II economic and demographic changes. Remarks/Examples: Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in expectations for standards of living.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them. Remarks/Examples: Examples are prejudice, racism, stereotyping, economic competition.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts. Remarks/Examples: Examples are Cyprus, Kashmir, Tibet, Northern Ireland.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.
LAFS.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LAFS.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LAFS.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LAFS.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LAFS.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LAFS.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LAFS.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
LAFS.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
MAFS.K12.MP.1.1:	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw</p>

	<p>diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
MAFS.K12.MP.3.1:	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
MAFS.K12.MP.5.1:	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
MAFS.K12.MP.6.1:	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <div> <p>Remarks/Examples:</p> <p>Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p> </div>

Equivalent Courses

2109415-Pre-Advanced Placement World History and Geography Equivalency start year: 2018
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Related Certifications

History (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)

There are more than 492 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org/Public/PreviewCourse/Preview/13372>