

Year at a Glance



World History 2109310 World History Honors 2109320

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 and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Textbook Publisher:

[HMH](#) Modern World History (Students have online access through My.SarasotaCountySchools.net)

Other Supplemental Resources:

[FAST Resources](#)

Standards:

Available on [CPalms](#)

[World History](#)

[World History Honors](#)

Benchmark Assessment Dates

Midterm: December

Final: May

Note teachers may use additional resources as noted on individual classroom syllabuses. For specific questions regarding individual classrooms please contact the teacher for clarification.

Quarter	Major Concepts/Topics	Resources
Quarter 1	Unit 1 The Significant Medieval Civilizations (Byzantine Empire, Western Europe, Japan)	DBQ Why Did Islam Spread So Quickly? OR What is the Primary Reason to Study the Byzantines? OR Samurai and Knights: Were the Similarities Greater than the Differences? OR Should We Celebrate the Voyages of Zheng He?
	Unit 2 Islamic, Meso and South American, and Sub-Saharan African Civilizations	DBQ Why Did Islam Spread So Quickly? OR The Maya: What Was Their Most Remarkable Achievement? OR Mansa Musa's Hajj: A Personal Journal
Quarter 2	Unit 3 Renaissance, Reformation, Scientific Revolution and the Age of Exploration	DBQ April 27, 1521: Was Magellan Worth Defending? OR How Did the Renaissance Change Man's View of the World?
	Unit 4 Enlightenment: Its Impact on the American, French and other Revolutions	DBQ Exploration or Reformation: Which Was the More Important Consequence of the Printing Press? OR The Enlightenment Philosophers: What Was Their Main Idea?
Quarter 3	Unit 5 Western and Non-Western Nationalism, Industrialization and Imperialism	DBQ Latin American Independence: Why Did the Creoles Lead the Fight? OR Female Workers in Japanese Silk Factories: Did the Costs Outweigh the Benefits? OR What Was the Driving Force Behind European Imperialism in Africa?
Quarter 4	Unit 6 The Great Wars: World War I and World War II	DBQ What Was the Underlying Cause of World War I? OR How Did the Versailles Treaty Help Cause World War II?
	Unit 7 Post-World War II and the Cold War	DBQ The Soviet Union: What Should Textbooks Emphasize? OR What Made Gandhi's Nonviolent Movement Work?
	Unit 8 The 20th Century	DBQ China's One-Child Policy: Was It a Good Idea?

- Students earning a standard high school diploma must earn at least one social studies credit in World History or an equivalent course. More information on graduation requirements and concordant scores can be found here: [Graduation Requirements for Florida's Statewide Assessments](#). Teachers may use additional resources as noted on an individual teacher's syllabi. For specific questions regarding individual classrooms please contact the teacher for clarification.

This guide represents a recommended sequence that can be used voluntarily by teachers. Dates may vary depending on individual classrooms. For specific questions regarding pacing please contact the individual teacher for clarification.