



World History Honors (#2109320) 2023 - And Beyond (current)

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Course Standards

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.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	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.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.
SS.912.H.1.3:	Relate works in the arts to various cultures.

SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
	Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.
SS.912.HE.1.1:	<p>Clarifications: <i>Clarification 1:</i> Students will explain why the Holocaust is history's most extreme example of antisemitism.</p>
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
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.
SS.912.W.2.4:	Identify key figures associated with the Byzantine Empire.
SS.912.W.2.5:	Explain the contributions of the Byzantine Empire.
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.

SS.912.W.2.11:	Describe the rise and achievements of significant rulers in medieval Europe.
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.
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.
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.
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.
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.
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.
SS.912.W.3.6:	Describe key economic, political, and social developments in Islamic history.
SS.912.W.3.7:	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
SS.912.W.3.8:	Identify important figures associated with the Crusades.

SS.912.W.3.9:	Trace the growth of major sub-Saharan African kingdoms and empires.
SS.912.W.3.10:	Identify key significant economic, political, and social characteristics of Ghana.
SS.912.W.3.11:	Identify key figures and significant economic, political, and social characteristics associated with Mali.
SS.912.W.3.12:	Identify key figures and significant economic, political, and social characteristics associated with Songhai.
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.
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.
SS.912.W.3.17:	Describe the roles of people in the Maya, Inca, and Aztec societies.
SS.912.W.3.18:	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
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).
SS.912.W.4.3:	Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.
SS.912.W.4.4:	Identify characteristics of Renaissance humanism in works of art.
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.
SS.912.W.4.8:	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.4.9:	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
SS.912.W.4.10:	Identify the major contributions of individuals associated with the Scientific Revolution.
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.
SS.912.W.5.2:	Identify major causes of the Enlightenment.
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.
SS.912.W.6.2:	Summarize the social and economic effects of the Industrial Revolution.
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
SS.912.W.6.4:	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.6.5:	Summarize the causes, key events, and effects of the unification of Italy and Germany.
SS.912.W.6.6:	Analyze the causes and effects of imperialism.
SS.912.W.6.7:	Identify major events in China during the 19th and early 20th centuries related to imperialism.
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.
SS.912.W.7.2:	Describe the changing nature of warfare during World War I.
SS.912.W.7.3:	Summarize significant effects of World War I.

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 antisemitism, 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.
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.
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.
SS.912.W.8.3:	Summarize key developments in post-war China.
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.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, 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.
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.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

[SS.912.W.9.2:](#)

Describe the causes and effects of post-World War II economic and demographic changes.

[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.

[SS.912.W.9.4:](#)

Describe the causes and effects of twentieth century nationalist conflicts.

[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.

Actively participate in effortful learning both individually and collectively.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

[MA.K12.MTR.1.1:](#)

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.

- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

[MA.K12.MTR.2.1:](#)

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

[MA.K12.MTR.3.1:](#)

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

[MA.K12.MTR.4.1:](#)

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

[MA.K12.MTR.5.1:](#)

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

[MA.K12.MTR.6.1:](#)

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

[MA.K12.MTR.7.1:](#)

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

[ELA.K12.EE.1.1:](#)

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer

to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

[ELA.K12.EE.2.1:](#)

Clarifications:

See [Text Complexity](#) for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

[ELA.K12.EE.3.1:](#)

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

[ELA.K12.EE.4.1:](#)

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SS.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>
HE.912.C.2.4 (Archived Standard):	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p>

General Course Information and Notes

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 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.

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).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf>

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?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.

General Information

Course Number: 2109320

Number of Credits: One (1) credit

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 >

Abbreviated Title: WORLD HIST HON

Course Attributes:

- Honors
- Class Size Core Required
- Highly Qualified Teacher (HQT)
Required
- Florida Standards Course

Course Type: Core Academic Course

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: World History

Educator Certifications

[History \(Grades 6-12\)](#)

[Social Science \(Grades 5-9\)](#)

[Social Science \(Grades 6-12\)](#)

Equivalent Courses

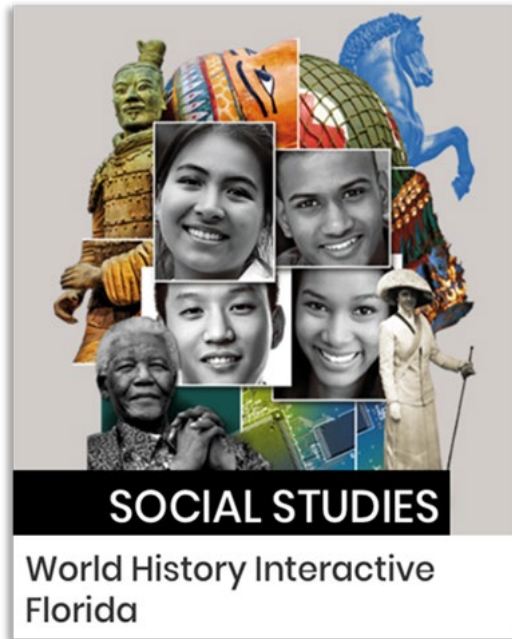
[2109415-Pre-Advanced Placement World History and Geography](#)

Equivalency start year: 2018

State Adopted Instructional Materials

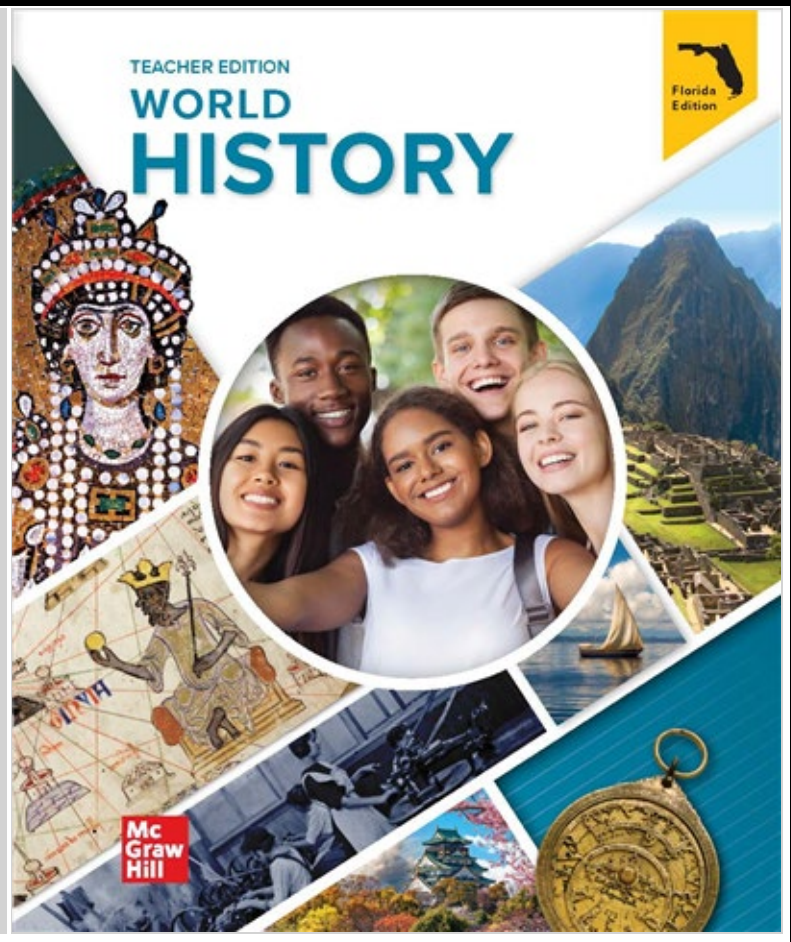
[Florida World History Interactive Honors](#)

Gaynor Ellis, Elisabeth and Esler,
Anthony - Savvas Learning
Company LLC - 1 - 2024



[World History, Honors, Florida Edition](#)

Jackson Spielvogel, Ph.D. -
McGraw Hill LLC - 1 - 2024



There are more than 1535 related instructional/educational resources available for this on CPALMS. Click on the following link to access them:

[https://www.cpalms.org?title=2023%20-%20And%20Beyond%20\(current\)/PreviewCourse/Preview/22269](https://www.cpalms.org?title=2023%20-%20And%20Beyond%20(current)/PreviewCourse/Preview/22269)