**Course Description:**

World Studies is a combination of the study of world history and current world issues. The study of world history centers on investigating the events of the past and their effect today: i.e.; ancient India, ancient China, rise of Islam, Europe since the Renaissance, and Africa and Latin America since the post-classical period. The investigation of current world issues today is dictated by events and issues that dominate world discourse: i.e.; regional and world conflicts, environmental problems, world economy, human rights, population, etc. Upon completion of this course, students will have an understanding of the historical background and possible resolution of major current issues/

- **Course content:** student will demonstrate a basic understanding of the following:
  
  (Over a 9 week period of time to earn a .5 credit or over an 18 week period of time to earn a 1.0 credit)

  **SST 207: World Studies A**
  - Themes of World History
  - World Religions
  - African Trading Empire
  - Expanding Empires Outside of Europe
  - Transformations in Europe
  - An Age of Global Revolutions

  **SST 208: World Studies B**
  - Changes in World Population
  - Managing Natural Resources
  - Patterns of Global Interaction
  - Conflict, Cooperation, and Security
  - World Religions
  - Human Rights Issues

**Materials (may include but are not limited to)**

- District approved textbook: *History Alive! World Connections* (TCI)
- Internet sites, social studies lab experiences, computer based learning models, reading materials, videos
- Other materials will be provided by the instructor

**Assessment (may include but not limited to)**

- Oral/Written expression for mastery understanding of course concepts and demonstration of the application of course concepts.
- Performance based evaluations through labs, participation, and projects.
- Progress reports will be done monthly by the instructor.

**Progress**

- Student progress is monitored weekly. Student monthly progress is at the discretion of the certificated teacher based on weekly evaluations and the students’ ability to complete the required learning benchmarks for that month.
- If a student fails to make collective progress for all weeks, then monthly progress is unsatisfactory. Student monthly progress is specifically evaluated against progress benchmarks, which are clearly defined in the course for each month.
- In addition to the course schedule, these benchmarks may also come in the form of lesson, unit, assignment and/or assessment completion dates.
- These established progress benchmarks will allow teachers and students to assess the students’ educational progress in meeting the course learning standards.
Grading Scale: (Progress reports will be done monthly)

- **A** (90-100%) Student demonstrates exemplary abilities through scores earned; student showed outstanding mastery of expected skills.
- **B** (80-89%) Student demonstrates adequate abilities through scores learned on assessments; student shows adequate mastery of expected skills.
- **C/P** (70-79%) Student demonstrates average abilities through scores earned; students showed average mastery of expected skills.
- **NC** (69% or below) Student unable to demonstrate mastery of expected skills.

Relationships to other Content Areas

- Completion of this course will require the student to integrate: mathematical, logical linguistic, social, historical, societal, technological, and writing skills.

This course meets Essential Academic Learning Requirements (EARL)/Grade Level Expectations (GLE) and Common Core State Standards for Literacy in History/Social Sciences. This course meets the State and School District graduation requirements.

Common Core State Standards for English Language Arts and Literacy in Social Studies

**Key Ideas and Details:**

- [CCSS.ELA-LITERACY.RH.9-10.1](#) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- [CCSS.ELA-LITERACY.RH.9-10.2](#) 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.
- [CCSS.ELA-LITERACY.RH.9-10.3](#) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**Craft and Structure:**

- [CCSS.ELA-LITERACY.RH.9-10.4](#) 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.
- [CCSS.ELA-LITERACY.RH.9-10.5](#) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- [CCSS.ELA-LITERACY.RH.9-10.6](#) 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.

**Integration of Knowledge and Ideas:**

- [CCSS.ELA-LITERACY.RH.9-10.7](#) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- [CCSS.ELA-LITERACY.RH.9-10.8](#) Assess the extent to which the reasoning and evidence in a text support the author's claims.
- [CCSS.ELA-LITERACY.RH.9-10.9](#) Compare and contrast treatments of the same topic in several primary and secondary sources.

**Range of Reading and Level of Text Complexity:**

- [CCSS.ELA-LITERACY.RH.9-10.10](#) By the end of grade 10, read and comprehend history/social studies texts in the grades