

COURSE OUTLINE

**Developmental Skills Lab 040  
World History IA**

**I. Catalog Statement**

Developmental Skills Lab 040 is a high school level course designed to give an overview of world history, covering the period beginning with the first humans up to the Scientific Revolution and Enlightenment. This is the first half of a one-year course. This course may be taken for high school credit.

Units — 0.0

Total Laboratory Hours — 100.0

Recommended preparation: ESL 040 or equivalent

Note: This is a self-paced course in an open-entry, open-exit lab environment. Successful completion of this course results in 5 high school credits (1/2 unit).

**II. Course Entry Expectations**

Skills Level Ranges: Reading: 4; Writing: 5; Speaking/Listening: 5; Math: 1.

**III. Course Exit Standards**

Upon successful completion of the required coursework, the student will be able to:

1. discuss important historical and socio-cultural periods in the history of world civilizations including:
  - a. the first humans and the early civilizations of Egypt, Asia, Africa and Greece;
  - b. Rome, the rise of Christianity and Islam, and Europe during the Middle Ages;
  - c. the Americas during its early periods;
  - d. the Renaissance and Reformation in Europe;
  - e. the Age of Exploration.
2. explain how the following themes reflect the story of the human community in world civilizations up until the early 1800's:
  - a. politics and history;
  - b. economics and history;
  - c. the importance of cultural development;
  - d. religion in history;
  - e. the role of individuals;
  - f. the impact of science and technology;

- g. the environment and history;
- h. social life.

**IV. Course Content**

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|----|--|----------|
| A. | The First Civilizations and Empires  | 32 hours |
| 1. | The first humans   |          |
| a) | early humans   |          |
| b) | the rise of civilizations  |          |
| 2. | Egypt, India and China   |          |
| a) | the Sumarians in Mesopotamia   |          |
| b) | Egypt and the Nile   |          |
| c) | the Israelities  |          |
| d) | the Assyrian and Persian empires   |          |
| e) | religion and the early Indians and Chinese   |          |
| f) | establishment of trade routes  |          |
| g) | Chinese dynasties  |          |
| 3. | Ancient Greece   |          |
| a) | cultures in Athens and Sparta  |          |
| b) | Classical Age of theater, arts, and architecture                                   |          |
| c) | philosophers and philosophy  |          |
| 4. | Rome and the rise of Christianity  |          |
| a) | the Roman republic   |          |
| b) | the influence of Augustus and Constantine  |          |
| c) | the fall of the empire   |          |
| B. | New Patterns of Civilization   | 36 hours |
| 1. | Islam  |          |
| a) | Muhammad and the beliefs and practices of Islam                                    |          |
| b) | the spread of the Arab empire  |          |
| c) | the origins of the Shiite and Sunni Muslims  |          |
| 2. | Early African civilizations  |          |
| a) | the influence of geography and climate on the development of African civilizations |          |
| b) | the influence and impact of Christianity and Islam                                 |          |
| c) | the development and impact of trade  |          |
| 3. | The Asian World, 400-1500  |          |
| a) | Sui, Tang, and Song dynasties in China   |          |
| b) | effects of isolation on the development of Japan's culture                         |          |
| c) | effects of Islam and Hinduism on Indian  |          |
| d) | impact of geography on the development of Southeast Asia                           |          |
| 4. | Europe in the Byzantine empire and Middle Ages                                     |          |
| a) | the formation of a new European civilization                                       |          |
| b) | the rise of the monarchy   |          |
| c) | the Byzantine Empire   |          |
| d) | trade and the growth of cities and towns   |          |
| e) | the impact of the Catholic church  |          |

- 5. The Americas, 400-1500
  - a) the origins of the first Americans
  - b) the Mayan, Aztec, and Incan civilizations
  - c) impact of European exploration on early civilizations
- C. The Early Modern Period, 1400-1800 32 hours
  - 1. Renaissance and Reformation in Europe
    - a) the revival of the cultures of ancient Greece and Rome
    - b) the Protestant Reformation
    - c) the Catholic Reformation
  - 2. The Age of Exploration
    - a) the discovery of sea routes
    - b) the slave trade
    - c) the spice trade
  - 3. Crisis and absolutism in Europe
    - a) the religious wars in France
    - b) Thirty Years' War
    - c) economic and social crises
    - d) monarchies and the divine right of kings
    - e) the ideas and influence of Thomas Hobbes and John Locke
  - 4. The Muslim empires, 1450-1800
    - a) the Muslims conquest of Europe and Asia
    - b) the Ottoman, Safavid, and Mogul Empires
    - c) the growth of trades and the arts
  - 5. The Asian world, 1450-1800
    - a) the closure of China
    - b) art and literature under the Ming and Qing dynasties
    - c) the renovation of the Imperial City

**V. Methods of Presentation**

The following instructional methodologies may be used in the course:

- 1. independent study using worksheets and texts;
- 2. computer-aided instruction;
- 3. small group and one-on-one teacher/student instruction;
- 4. DVD instruction;
- 5. online study tools.

**VI. Assignments and Methods of Evaluation**

Students complete reading comprehension and critical thinking questions for each chapter.

Study guide/worksheet for each chapter.

Chapter tests which include essay questions.

**VII. Textbook(s)**

Spielvogel, Ph.D., J. Glencoe World History. First Edition.  
New York: McGraw Hill Glencoe, 2005.  
8<sup>th</sup> Grade Textbook Reading Level. ISBN: 0-07-860702-7.

**VIII. Student Learning Outcome**

- identify key events in the history of early humans that signify the beginning of civilization;
- explain the importance of artistic activities, religion, government in the development of a civilization;
- examine how trade and migration enabled the growth of complex forms of political and social organization;
- analyze the roles of agriculture and technology in bringing about periods of growth and prosperity;
- examine how the development of the money economy led to the emergence of the early modern world;
- summarize the major goals of the Renaissance and Reformation.