

## ABSE40 : WORLD HISTORY 1A

### General Information

Author:	<ul style="list-style-type: none"> <li>Jesus Carino</li> </ul>
Course Code (CB01) :	ABSE40
Course Title (CB02) :	WORLD HISTORY 1A
Department:	ABSE
Proposal Start:	Spring 2025
TOP Code (CB03) :	(4930.62) Secondary Education (Grades 9-12) and G.E.D.
CIP Code:	(53.0201) High School Equivalence Certificate Program.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000321535
Curriculum Committee Approval Date:	05/22/2024
Board of Trustees Approval Date:	07/16/2024
Last Cyclical Review Date:	05/22/2024
Course Description and Course Note:	ABSE 40 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. Laboratory 100 hours. Note: This is a self-paced course in an open-entry, open-exit lab environment. Successful completion of the course results in 5 high school credits.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"> <li>Noncredit</li> </ul>
Author:	

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"> <li>Interdisciplinary-Basic: Skills: Non-Credit</li> </ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

### Course Development

<b>Basic Skill Status (CB08)</b> Course is a basic skills course.  <input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	<b>Course Special Class Status (CB13)</b> Course is not a special class.  <b>Pre-Collegiate Level (CB21)</b> Not applicable.	<b>Grading Basis</b> <ul style="list-style-type: none"> <li>Grade Only</li> </ul> <b>Course Support Course Status (CB26)</b> Course is not a support course
--	--	---

## Transferability & Gen. Ed. Options

### General Education Status (CB25)

Not Applicable

### Transferability

Not transferable

### Transferability Status

Not transferable

## Units and Hours

### Summary

<b>Minimum Credit Units (CB07)</b>	0
<b>Maximum Credit Units (CB06)</b>	0
<b>Total Course In-Class (Contact) Hours</b>	100
<b>Total Course Out-of-Class Hours</b>	0
<b>Total Student Learning Hours</b>	100

### Credit / Non-Credit Options

#### Course Type (CB04)

Non-Credit

#### Noncredit Course Category (CB22)

Elementary and Secondary Basic Skills.

#### Noncredit Special Characteristics

No Value

#### Course Classification Code (CB11)

Other Non-Credit Enhanced Funding.

Variable Credit Course

#### Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience

Education Status (CB10)

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	100	0
Studio Hours	0	0

### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	0
Laboratory	100
Studio	0
<b>Total</b>	100
<b>Course Out-of-Class Hours</b>	
Lecture	0
Laboratory	0
Studio	0
<b>Total</b>	0

## Time Commitment Notes for Students

This is a self-paced course in an open-entry, open-exit lab environment.

## Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
---------------	------	----------	--------------

No Value	No Value	No Value	No Value
----------	----------	----------	----------

## Pre-requisites, Co-requisites, Anti-requisites and Advisories

### Advisory

ESL40 - ENGLISH AS A SECOND LANGUAGE LEVEL 4

#### Objectives

- Write a three-paragraph composition that contains an introductory paragraph, a body, and a conclusion.
- Decode 3,000-word reading passages, identify main ideas and supporting details, make inferences, and summarize short passages.

## Entry Standards

Entry Standards

## Course Limitations

Cross Listed or Equivalent Course

## Specifications

### Methods of Instruction

Methods of Instruction	Independent Study
------------------------	-------------------

Methods of Instruction	Multimedia
------------------------	------------

Methods of Instruction	Tutorial
------------------------	----------

## Out of Class Assignments

N/A

## Methods of Evaluation

Other

## Rationale

Individualized contract

Exam/Quiz/Test

Assessments at the end of each chapter

Other

Skill exercises at tend of each chapter

## Textbook Rationale

No updated textbook, but still accurate and comprehensive content coverage. Newer OER material included.

## Textbooks

Author

Title

Publisher

Date

ISBN

Spielvogel, Ph.D., J.

Glencoe World History

New York:  
McGraw Hill  
Glencoe

2010

0078799813

## Other Instructional Materials (i.e. OER, handouts)

Description

OpenStax - World History Volume 1

Author

Ann Kordas, Ryan J. Lynch, Brooke Nelson, Juliet Tatlock

Citation

Ann, K., Ryan, L. J., Brooke, N., & Julie, T. (2023, April 19). World History. OpenStax.  
<https://openstax.org/details/books/world-history-volume-1>

Online Resource(s)

Digital: ISBN-13: 978-1-951693-67-1

Description

OpenStax - World History Volume 2

Author

Ann Kordas, Ryan J. Lynch, Brooke Nelson, Julie Tatlock

Citation

Ann, K., Ryan, L. J., Brooke, N., & Julie, T. (2022, December 24). World History Volume 2. OpenStax. <https://openstax.org/details/books/world-history-volume-2>

Online Resource(s)

Digital: ISBN-13: 978-1-951693-62-6

Description

Instructor-generated materials covering discipline topics, along with duplicate booklets from books obtained with copyright permission.

Author

No value

Citation

No value

Online Resource(s)

No value

## Materials Fee

No value

# Learning Outcomes and Objectives

## Course Objectives

Discuss important historical and socio-cultural periods in the history of world civilizations including: The early civilizations of Greece; Rome, the rise of Christianity, and Europe during the Middle Ages; the Americas during its early periods; the Renaissance and Reformation in Europe; the Age of Exploration.

Explain how the following themes reflect the story of the human community in world civilizations up until the early 1800s: politics and history; economics and history; the importance of cultural development; religion in history; the role of individuals; the impact of science and technology; the environment and history; social life.

## SLOs

**Identify key events in the history of early humans that signify the beginning of civilization.**

Expected Outcome Performance: 70.0

---

*ABSE* Apply the skills that the Common Core Standards have identified for each course.  
Core PLOs

---

*ABSE* Comprehend, analyze, and make logical inferences from complex literature, media, and informational texts.  
NCR AHS  
Diploma

---

*ILOs* Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and  
Core ILOs recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.

---

**Explain the importance of artistic activities, religion, government in the development of a civilization.**

Expected Outcome Performance: 70.0

---

*ABSE* Apply the skills that the Common Core Standards have identified for each course.  
Core PLOs

---

*ABSE* Comprehend, analyze, and make logical inferences from complex literature, media, and informational texts.  
NCR AHS  
Diploma

---

*ILOs* Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and  
Core ILOs recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.

---

**Examine how trade and migration enabled the growth of complex forms of political and social organization.**

Expected Outcome Performance: 70.0

---

*ABSE* Apply the skills that the Common Core Standards have identified for each course.  
Core PLOs

---

*ABSE* Comprehend, analyze, and make logical inferences from complex literature, media, and informational texts.  
NCR AHS  
Diploma

---

*ILOs* Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and  
Core ILOs recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.

---

**Analyze the roles of agriculture and technology in bringing about periods of growth and prosperity.**

Expected Outcome Performance: 70.0

---

*ILOs* Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive  
Core ILOs conclusions; cultivate creativity that leads to innovative ideas.

---

*ABSE* Apply the skills that the Common Core Standards have identified for each course.  
Core PLOs

---

*ABSE* Comprehend, analyze, and make logical inferences from complex literature, media, and informational texts.  
NCR AHS  
Diploma

---

**Examine how the development of the money economy led to the emergence of the early modern world.** Expected Outcome Performance: 70.0

---

*ABSE* Apply the skills that the Common Core Standards have identified for each course.  
Core PLOs

---

*ABSE* Comprehend, analyze, and make logical inferences from complex literature, media, and informational texts.  
NCR AHS  
Diploma

---

*ILOs* Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and  
Core ILOs recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.

---

---

**Summarize the major goals of the Renaissance and Reformation.** Expected Outcome Performance: 70.0

---

*ABSE* Apply the skills that the Common Core Standards have identified for each course.  
Core PLOs

---

*ABSE* Comprehend, analyze, and make logical inferences from complex literature, media, and informational texts.  
NCR AHS  
Diploma

---

*ILOs* Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and  
Core ILOs recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.

---

## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No

**Is this proposal submitted in response to learning outcomes assessment data?**

No

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

## Course Content

**Lecture Content**

No value

**Laboratory/Studio Content**

**The First Civilizations and Empires (16 hours)**

- The first humans and the rise of civilizations Egypt
  - The Sumerians in Mesopotamia
  - Egypt and the Nile
  - The Israelites
  - Establishment of trade routes

**Ancient Greece (8 hours)**

- Cultures in Athens and Sparta
- Classical Age of theater, arts, and architecture
- Philosophers and philosophy

**Rome and the Rise of Christianity (8 hours)**

- The Roman republic
- The influence of Augustus and Constantine
- The fall of the empire

**New Patterns of Civilization (16 hours)**

- Europe in the Byzantine empire and Middle Ages
  - The formation of a new European civilization
  - The rise of the monarchy
  - The Byzantine Empire
  - Trade and the growth of cities and towns
  - The impact of the Catholic Church

**The Americas: 400-1500 (16 hours)**

- The origins of the first Americans
- The Mayan, Aztec, and Incan civilizations
- Impact of European exploration on early civilizations

**The Early Modern Period: 1400-1800 (7 hours)**

- Renaissance and Reformation in Europe
  - The revival of the cultures of ancient Greece and Rome
  - The Protestant Reformation
  - The Catholic Reformation

**The Age of Exploration (7 hours)**

- The discovery of sea routes
- The slave trade
- The spice trade

**Crisis and absolutism in Europe (7 hours)**

- The religious wars in France
- Thirty Years' War
- Economic and social crises
- Monarchies and the divine right of kings
- The ideas and influence of Thomas Hobbes and John Locke

**The French Revolution and Napoleon (7 hours)**

- The French Revolution
- The Reign of Terror
- The rule of Bonaparte

**The Industrial Revolution and Nationalism (7 hours)**

- Economic shift
- Conservatism, nationalism, and liberalism
- Changes in society

**Total Hours: 100****Additional Information**

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

No

**GCC Major Requirements**

No Value

**GCC General Education Graduation Requirements**

No Value

**Repeatability**

Repeatable

**Justification (if repeatable was chosen above)**

Non-credit courses

**Resources**

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liaison?

No Value

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No



**If yes, in what areas were these changes made:**

No Value

**Will any additional resources be needed for this course? (Click all that apply)**

- No

**If additional resources are needed, add a brief description and cost in the box provided.**

No Value