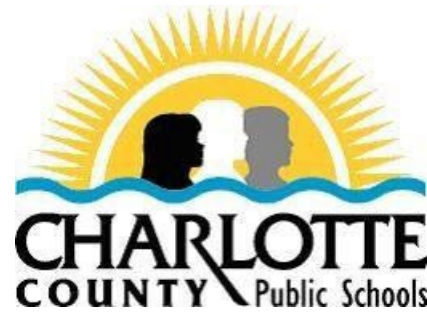


Curriculum Map and Pacing Guide

World History – 2109310



Contents:

- World History Course Description
- World History Monthly Pacing Guide
- World History Critical Concepts
- Florida's State Academic Standards, Social Studies, 2023



Revised ~ June 2023

Curriculum Maps and Pacing Guides will be reviewed and revised every year as needed.



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>



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	August	September	October	November	December
Critical Concept(s)	<p>Unit 1: The Beginnings of the Modern World</p>	<p>Unit 3: Renaissance and Reformation</p>	<p>Unit 4: The Age of Exploration</p>	<p>Unit 6: The French Revolution</p>	<p>Unit 8: Industrialization</p>
Alignment to Adopted Instructional Materials	<ul style="list-style-type: none"> Module 1-Prologue: The Rise of Democratic Ideas Module 4: The Early Middle Ages Chapter 5: Church & Society in Western Europe <p>Unit 2: Asia, Africa, & the Americas</p> <ul style="list-style-type: none"> Module 2: The Muslim World Module 3: Empires in East Asia Module 6: Societies and Empires of Africa Chapter 7: People and Empires in the Americas <p>Required Instruction:</p> <ul style="list-style-type: none"> Congressional Medal of Honor Lesson. 	<ul style="list-style-type: none"> Module 8: The Renaissance Module 9: Reformation and Upheaval <p>Unit 4: The Age of Exploration</p> <ul style="list-style-type: none"> Module 10: Expansion, Exploration, and Encounters <p>Required Instruction:</p> <ul style="list-style-type: none"> American Founders Month; Heroes Day (9/11); Celebrate Freedom Week; and, Hispanic Heritage Month. 	<ul style="list-style-type: none"> Module 10: Expansion, Exploration, and Encounters <p>Unit 5: The Enlightenment and the Scientific Revolution</p> <ul style="list-style-type: none"> Module 12: Enlightenment and Revolution <p>Required Instruction:</p> <ul style="list-style-type: none"> Hispanic Heritage Month. 	<ul style="list-style-type: none"> Module 13: The French Revolution and Napoleon <p>Unit 7: Latin American Revolutions</p> <ul style="list-style-type: none"> Module 14: Revolutions Sweep the West <p>Unit 8: Industrialization</p> <ul style="list-style-type: none"> Module 15: The Industrial Revolution <p>Required Instruction:</p> <ul style="list-style-type: none"> Veterans Day; and, Holocaust Education Week. 	<ul style="list-style-type: none"> Module 15: The Industrial Revolution



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<p>Content</p>	<p><u>Unit 1:</u> <u>The Beginnings of the Modern World</u></p> <ul style="list-style-type: none"> Byzantine Empire The collapse of the Western Roman Empire Medieval Europe The rise of Western civilization <p><u>Unit 2:</u> <u>Asia, Africa and the Americas</u></p> <ul style="list-style-type: none"> Medieval Japan Islamic Golden Age Ghana, Mali, and Songhai Empires Aztec, Inca, and Mayan Empires 	<p><u>Unit 3:</u> <u>Renaissance and Reformation</u></p> <ul style="list-style-type: none"> Renaissance Reformation <p><u>Unit 4:</u> <u>The Age of Exploration</u></p> <ul style="list-style-type: none"> The Age of Exploration 	<p><u>Unit 4:</u> <u>The Age of Exploration</u></p> <ul style="list-style-type: none"> The Age of Exploration <p><u>Unit 5:</u> <u>The Enlightenment and the Scientific Revolution</u></p> <ul style="list-style-type: none"> The Enlightenment The Scientific Revolution 	<p><u>Unit 6:</u> <u>The French Revolution</u></p> <ul style="list-style-type: none"> The French Revolution <p><u>Unit 7:</u> <u>Latin American Revolutions</u></p> <ul style="list-style-type: none"> Latin American Revolutions <p><u>Unit 8:</u> <u>Industrialization</u></p> <p>The Industrial Revolution</p>	<ul style="list-style-type: none">
<p>Learning Goals</p>	<p><u>Unit 1:</u> <u>The Beginnings of the Modern World</u></p> <ul style="list-style-type: none"> Identify key figures and explain the contributions of the Byzantine Empire. Analyze the impact of the collapse of the Western Roman Empire on Europe. Describe the rise and achievements of 	<p><u>Unit 3: Renaissance and Reformation</u></p> <ul style="list-style-type: none"> Identify the economic and political causes for the rise of the Italian city-states. Identify the major artistic, literary, and technological contributions of individuals during the Renaissance and the characteristics of 	<p><u>Unit 4:</u> <u>The Age of Exploration</u></p> <ul style="list-style-type: none"> Summarize the causes that led to the Age of Exploration and identify major voyages and sponsors. Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas. 	<p><u>Unit 6:</u> <u>The French Revolution</u></p> <ul style="list-style-type: none"> Analyze the extent to which the Enlightenment impacted the American and French Revolutions. Summarize the important causes, events, and effects of the French Revolution 	<p><u>Unit 8:</u> <u>Industrialization</u></p> <ul style="list-style-type: none"> 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.



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	<ul style="list-style-type: none"> significant rulers in medieval Europe. 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. <p style="text-align: center;"><u>Unit 2:</u> <u>Asia, Africa, and the Americas</u></p> <ul style="list-style-type: none"> Summarize the major cultural, economic, political, and religious developments in medieval Japan. Describe the achievements, contributions, and key figures associated with the Islamic Golden Age. Trace the growth of major sub-Saharan African kingdoms and empires. Examine the internal and external factors that led to the fall of 	<ul style="list-style-type: none"> humanism in works of art. Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus, and Erasmus and their impact on later reformers. Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe. Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation. <p style="text-align: center;"><u>Unit 4:</u> <u>The Age of Exploration</u></p> <ul style="list-style-type: none"> Summarize the causes that led to the Age of Exploration and identify major voyages and sponsors. Evaluate the scope and impact of the Columbian Exchange 	<ul style="list-style-type: none"> 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. Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas. Examine the impact of European immigrants in the east to that of Asian immigrants in the west through the use of examples. Examine the importance of social change and reform in the late 19th and early 20th centuries. Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries. <p style="text-align: center;"><u>Unit 5:</u></p>	<p>including the rise and rule of Napoleon.</p> <p style="text-align: center;"><u>Unit 7:</u> <u>Latin American Revolutions</u></p> <ul style="list-style-type: none"> Describe the causes and effects of 19th century Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and Louverture. <p style="text-align: center;"><u>Unit 8:</u> <u>Industrialization</u></p> <ul style="list-style-type: none"> 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. Summarize the social and economic effects of the Industrial Revolution. Compare the philosophies of capitalism, socialism, and communism as 	<ul style="list-style-type: none"> Summarize the social and economic effects of the Industrial Revolution. Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
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	<ul style="list-style-type: none"> the empires of Ghana, Mali, and Songhai. Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America. 	<ul style="list-style-type: none"> on Europe, Africa, Asia, and the Americas. 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. Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas. 	<p><u>The Enlightenment and the Scientific Revolution</u></p> <ul style="list-style-type: none"> Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods. Identify the major contributions of individuals associated with the Scientific Revolution. Summarize the major ideas of Enlightenment philosophers. Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world. 	<p>described by Adam Smith, Robert Owen, and Karl Marx.</p>	
Focus Document	<p><u>Unit 1:</u> <u>The Beginnings of the Modern World</u></p> <ul style="list-style-type: none"> Code of Justinian <p><u>Unit 2:</u> <u>Asia, Africa, and the Americas</u></p>	<p><u>Unit 3:</u> <u>The Renaissance and Reformation</u></p> <ul style="list-style-type: none"> Excerpt from Niccolo Machiavelli' The Prince 1513 <p><u>Unit 4:</u> <u>The Age of Exploration</u></p>	<p><u>Unit 4:</u> <u>The Age of Exploration</u></p> <ul style="list-style-type: none"> Olaudah Equiano Recalls the Middle Passage <p><u>Unit 5:</u> <u>Enlightenment and the Scientific Revolution</u></p>	<p><u>Unit 6:</u> <u>The French Revolution</u></p> <ul style="list-style-type: none"> Declaration of the Rights of Man - 1789 <p><u>Unit 7:</u> <u>Latin American Revolutions</u></p>	<p><u>Unit 8:</u> <u>Industrialization</u></p> <ul style="list-style-type: none"> Testimony Before Parliamentary Committees on Working Conditions in England



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	<ul style="list-style-type: none"> • Exhibition - Ancient Manuscripts from the Desert Libraries of Timbuktu 	<ul style="list-style-type: none"> • Olaudah Equiano Recalls the Middle Passage 	<ul style="list-style-type: none"> • The Declaration of Independence 	<ul style="list-style-type: none"> • Simon Bolivar: The Jamaica Letter <p style="text-align: center;">Unit 8: Industrialization</p> <ul style="list-style-type: none"> • Testimony Before Parliamentary Committees on Working Conditions in England 	
<p>Authentic Texts/ Primary Sources</p>	<p style="text-align: center;">Unit 1: The Beginnings of the Modern World</p> <ul style="list-style-type: none"> • Reading Like a Historian: The Dark Ages; • Reading Like a Historian: The First Crusade; and, • Einhard's Charlemagne. <p style="text-align: center;">Unit 2: Asia, Africa, and the Americas</p> <ul style="list-style-type: none"> • Reading Like a Historian: Expansion of the Early Islamic Empire; • Excerpts from the Way of the Samurai; 	<p style="text-align: center;">Unit 3: The Renaissance and Reformation</p> <ul style="list-style-type: none"> • Machiavelli's The Prince; • More's Utopia; • The Life of Leonardo Da Vinci; • Reading Like a Historian: Martin Luther; and, • The Council of Trent. <p style="text-align: center;">Unit 4: The Age of Exploration</p> <ul style="list-style-type: none"> • The Journal of Christopher Columbus; • Martin Waldseemüller's World Map (1507); • Diary of a Virginia settler (possibly Captain Gabriel Archer) discussing encounters with Native Americans in 1607. 	<p style="text-align: center;">Unit 4: The Age of Exploration</p> <ul style="list-style-type: none"> • The Journal of Christopher Columbus; • Martin Waldseemüller's World Map (1507); • and, • Diary of a Virginia settler (possibly Captain Gabriel Archer) discussing encounters with Native Americans in 1607. <p style="text-align: center;">Unit 5: Enlightenment and the Scientific Revolution</p> <ul style="list-style-type: none"> • The Social Contract; • Common Sense; • Two Treatises of Government; 	<p style="text-align: center;">Unit 6: The French Revolution</p> <ul style="list-style-type: none"> • Declaration of the Rights of Man; • Reflections on The Revolution in France, 1791; • Abbé Sieyes: What is the Third Estate?; and, • Reading Like a Historian: The Reign of Terror. <p style="text-align: center;">Unit 7: Latin American Revolutions</p> <ul style="list-style-type: none"> • Simon Bolivar: The Jamaica Letter <p style="text-align: center;">Unit 8: Industrialization</p>	<p style="text-align: center;">Unit 8: Industrialization</p> <ul style="list-style-type: none"> • The Communist Manifesto; • Reading Like a Historian: Factory Life; and, • Testimony before Parliamentary Committees on Working Conditions in England.



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	<ul style="list-style-type: none"> The Thousand and One Nights; Ancient Manuscripts from the Desert Libraries of Timbuktu; Reading Like a Historian: Mansa Musa; Reading Like a Historian: Teotihuacan; Reading Like a Historian: Inca Empire; Reading Like a Historian: Moctezuma and Cortés; and, The Incas of Peru. 	<p>Gabriel Archer discussing encounters with Native Americans in 1607.</p>	<ul style="list-style-type: none"> The Declaration of Independence; and, Reading Like a Historian: Galileo. 	<ul style="list-style-type: none"> The Communist Manifesto; Reading Like a Historian: Factory Life; and, Testimony before Parliamentary Committees on Working Conditions in England. 	
<p>The DBQ Project (Choose 2-4 titles per year)</p>	<ul style="list-style-type: none"> The DBQ Project: "What Is the Primary Reason to Study the Byzantines?" The DBQ Project: "Mansa Musa's Hajj: A Personal Journal"; The DBQ Project "Samurai and Knights: Were the Similarities Greater Than the Differences?" 	<ul style="list-style-type: none"> The DBQ Project: "How Did the Renaissance Change Man's View of The World?" The DBQ Project: "Exploration or Reformation: Which Was the More Important Consequence of the Printing Press?" 	<ul style="list-style-type: none"> The DBQ Project: "The Enlightenment Philosophers: What Was Their Main Idea?" 	<ul style="list-style-type: none"> The DBQ Project: "The Reign of Terror: Was it Justified?"; The DBQ Project: "Latin American Independence: Why Did the Creoles Lead the Fight?" 	
<p>Assessments</p>	<p><u>Unit 1:</u> The Beginnings of the Modern World</p> <ul style="list-style-type: none"> Section quizzes; Chapter tests; and, 	<p><u>Unit 3:</u> Renaissance and Reformation</p> <ul style="list-style-type: none"> Section quizzes; Chapter tests; and, 	<p><u>Unit 4:</u> The Age of Exploration</p> <ul style="list-style-type: none"> Section quizzes; Chapter tests; and, 	<p><u>Unit 6</u> The French Revolution</p> <ul style="list-style-type: none"> Section quizzes; Chapter tests; and, 	<p><u>Unit 8:</u> Industrialization</p> <ul style="list-style-type: none"> Section quizzes; Chapter tests; and,



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	<ul style="list-style-type: none"> Content specific tasks or projects. <p style="text-align: center;"><u>Unit 2:</u> <u>Asia, Africa, and the Americans</u></p> <ul style="list-style-type: none"> Section quizzes; Chapter tests; and, Content specific tasks or projects. 	<ul style="list-style-type: none"> Content specific tasks or projects. <p style="text-align: center;"><u>Unit 4:</u> <u>The Age of Exploration</u></p> <ul style="list-style-type: none"> Section quizzes; Chapter tests; and, Content specific tasks or projects. 	<ul style="list-style-type: none"> Content specific tasks or projects. <p style="text-align: center;"><u>Unit 5</u> <u>The Enlightenment and the Scientific Revolution</u></p> <ul style="list-style-type: none"> Section quizzes; Chapter tests; and, Content specific tasks or projects. 	<ul style="list-style-type: none"> Content specific tasks or projects. <p style="text-align: center;"><u>Unit 7:</u> <u>Latin American Revolution</u></p> <ul style="list-style-type: none"> Section quizzes; Chapter tests; and, Content specific tasks or projects. <p style="text-align: center;"><u>Unit 8:</u> <u>Industrialization</u></p> <ul style="list-style-type: none"> Section quizzes; Chapter tests; and, Content specific tasks or projects. 	<ul style="list-style-type: none"> Content specific tasks or projects.
<p>Florida’s State Academic Standards, -Social Studies, 2023</p>	<p style="text-align: center;"><u>Unit 1:</u> <u>The Beginnings of the Modern World</u></p> <p>SS.912.W.2.4, SS.912.W.2.5, SS.912.W.2.9 SS.912.W.2.11, & SS.912.W.2.13</p> <p style="text-align: center;"><u>Unit 2:</u> <u>Asia, Africa, and the Americas</u></p> <p>SS.912.W.2.20, SS.912.W.3.5, SS.912.W.3.6 SS.912.W.3.9, SS.912.W.3.14 & SS.912.W.3.18</p>	<p style="text-align: center;"><u>Unit 3:</u> <u>Renaissance and Reformation</u></p> <p>SS.912.W.4.1, SS.912.W.4.3, SS.912.W.4.4 SS.912.W.4.7, SS.912.W.4.8, & SS.912.W.4.9</p> <p style="text-align: center;"><u>Unit 4:</u> <u>The Age of Exploration</u></p> <p>SS.912.W.4.11, SS.912.W.4.12, SS.912.W.4.14, SS.912.W.4.15</p>	<p style="text-align: center;"><u>Unit 4:</u> <u>The Age of Exploration</u></p> <p>SS.912.W.4.11, SS.912.W.4.12, SS.912.W.4.14, SS.912.W.4.15</p> <p style="text-align: center;"><u>Unit 5:</u> <u>The Enlightenment and the Scientific Revolution</u></p> <p>SS.912.W.4.6, SS.912.W.4.10, SS.912.W.5.3, SS.912.W.5.4</p>	<p style="text-align: center;"><u>Unit 6:</u> <u>The French Revolution</u></p> <p>SS.912.W.5.5, SS.912.W.5.6</p> <p style="text-align: center;"><u>Unit 7:</u> <u>Latin American Revolution</u></p> <p>SS.912.W.5.7</p> <p style="text-align: center;"><u>Unit 8:</u> <u>Industrialization</u></p> <p>SS.912.W.6.1, SS.912.W.6.2, SS.912.W.6.3</p>	<p style="text-align: center;"><u>Unit 8:</u> <u>Industrialization</u></p> <p>SS.912.W.6.1, SS.912.W.6.2, SS.912.W.6.3</p>



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	January	February	March	April	May
Critical Concept(s)	Unit 9: The Age of Progress	Unit 11: World War I	Unit 12: Years of Crisis	Unit 13: World War II	Unit 14: The Cold War
Alignment to Adopted Instructional Materials	<ul style="list-style-type: none"> Module 16 An Age of Democracy and Progress <p>Unit 10: Imperialism</p> <ul style="list-style-type: none"> Module 17: The Age of Imperialism <p>Required Instruction:</p> <ul style="list-style-type: none"> MLK, Jr. Day. 	<p>Module 19: World War I</p> <p>Required Instruction:</p> <ul style="list-style-type: none"> Black History Month; and, President's Day. 	<ul style="list-style-type: none"> Module 20: Revolution and Nationalism Module 21: Depression and Crisis <p>Unit 13: World War II</p> <ul style="list-style-type: none"> Module 22: World War II <p>Required Instruction:</p>	<ul style="list-style-type: none"> Module 22: World War II <p>Unit 14: The Cold War</p> <ul style="list-style-type: none"> Module 23: Cold War Conflicts Module 24: The Colonies Become New Nations 	<ul style="list-style-type: none"> Module 23: Cold War Conflicts Module 24: The Colonies Become New Nations <p>Unit 15: Global Terrorism</p> <ul style="list-style-type: none"> Module 26: Global Interdependence <p>Required Instruction:</p>



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			<ul style="list-style-type: none"> • Women's History Month; and, • Congressional Medal of Honor Day. 		<ul style="list-style-type: none"> • Memorial Day.
Content	<p><u>Unit 9:</u> The Age of Progress</p> <ul style="list-style-type: none"> • Political and social reform movements around the world. <p><u>Unit 10:</u> Imperialism</p> <ul style="list-style-type: none"> • Imperialism 	<p><u>Unit 11:</u> World War I</p> <ul style="list-style-type: none"> • World War I 	<p><u>Unit 12:</u> Years of Crisis</p> <ul style="list-style-type: none"> • Great Depression • Rise of authoritarianism <p><u>Unit 13:</u> World War II</p> <ul style="list-style-type: none"> • World War II • Holocaust 	<p><u>Unit 13:</u> World War II</p> <ul style="list-style-type: none"> • World War II <p><u>Unit 14:</u> The Cold War</p> <ul style="list-style-type: none"> • The Cold War 	<p><u>Unit 14:</u> The Cold War</p> <ul style="list-style-type: none"> • The Cold War <p><u>Unit 15:</u> Global Terrorism</p> <ul style="list-style-type: none"> • Global response to terrorism.
Learning Goals	<p><u>Unit 9:</u> Age of Progress</p> <ul style="list-style-type: none"> • 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. • Summarize the causes, key events, and 	<p><u>Unit 11:</u> World War I</p> <ul style="list-style-type: none"> • Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism. 	<p><u>Unit 12:</u> Years of Crisis</p> <ul style="list-style-type: none"> • 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. • Describe the rise of authoritarian 	<p><u>Unit 13:</u> World War II</p> <ul style="list-style-type: none"> • Trace the causes and key events related to World War II. • Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization 	<p><u>Unit 14:</u> The Cold War</p> <ul style="list-style-type: none"> • Describe characteristics of the early Cold War. • Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East. • Identify the factors that led to the decline and fall of communism



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	<p>effects of the unification of Italy and Germany. associated with the Red Scare.</p> <p style="text-align: center;"><u>Unit 10:</u> <u>Imperialism</u></p> <ul style="list-style-type: none"> Analyze the causes and effects of Imperialism. Identify major events in China during the 19th and early 20th centuries related to imperialism. 	<ul style="list-style-type: none"> Describe the changing nature of warfare during World War I. Summarize significant effects of World War I. 	<p>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.</p> <ul style="list-style-type: none"> Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories. <p style="text-align: center;"><u>Unit 13:</u> <u>World War II</u></p> <ul style="list-style-type: none"> Trace the causes and key events related to World War II. Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims. Identify the wartime strategy and post-war 	<p>of the Jews and other victims.</p> <ul style="list-style-type: none"> Identify the wartime strategy and post-war <p style="text-align: center;"><u>Unit 14:</u> <u>The Cold War</u></p> <ul style="list-style-type: none"> Describe characteristics of the early Cold War. Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East. Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe. 	<p>in the Soviet Union and Eastern Europe.</p> <p style="text-align: center;"><u>Unit 15:</u> <u>Global Terrorism</u></p> <ul style="list-style-type: none"> Describe the impact of and global response to international terrorism. 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.
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			<p>plans of the Allied leaders.</p> <ul style="list-style-type: none"> Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan. Describe the effects of World War II. 		
<p>Focus Document</p>	<p><u>Unit 9: Age of Progress</u></p> <ul style="list-style-type: none"> J'accuse by Emile Zola <p><u>Unit 10: Imperialism</u></p> <ul style="list-style-type: none"> Kipling's The White Man's Burden; 	<p><u>Unit 11: World War I</u></p> <ul style="list-style-type: none"> The Murder of Archduke Franz Ferdinand 	<p><u>Unit 12: Years of Crisis</u></p> <ul style="list-style-type: none"> The Sound of Cicadas by Arturo Vivante <p><u>Unit 13: World War II</u></p> <ul style="list-style-type: none"> Pronouncement by Abba Kovner (Jewish Resistance) 	<p><u>Unit 13: World War II</u></p> <ul style="list-style-type: none"> Pronouncement by Abba Kovner (Jewish Resistance) <p><u>Unit 14: The Cold War</u></p> <ul style="list-style-type: none"> Letter From Chairman Khrushchev to President Kennedy 	<p><u>Unit 14: The Cold War</u></p> <ul style="list-style-type: none"> Letter From Chairman Khrushchev to President Kennedy <p><u>Unit 15: Global Terrorism</u></p> <ul style="list-style-type: none"> Presidents Bush's Speech from 9/11
<p>Authentic Texts/ Primary Sources</p>	<p><u>Unit 9: Age of Progress</u></p> <ul style="list-style-type: none"> Primary Source Documents on German Unification; and, Documents of Italian Unification, 1846-61. 	<p><u>Unit 11: World War I</u></p> <ul style="list-style-type: none"> Reading Like a Historian: The Battle of Adwa; Mud and Khaki; Reading Like a Historian: The Battle of the Somme; 	<p><u>Unit 12: Years of Crisis</u></p> <ul style="list-style-type: none"> Reading Like a Historian: The Invasion of Nanking; Mohandas Gandhi: Indian Home Rule; <p>and,</p>	<p><u>Unit 13: World War II</u></p> <ul style="list-style-type: none"> Reading Like a Historian: Nazi Propaganda; Wannsee Protocol; General Dwight D. Eisenhower's Order of the Day (1944); and, 	<p><u>Unit 14: The Cold War</u></p> <ul style="list-style-type: none"> Reading Like a Historian: The Cold War; Reading Like a Historian: The Korean War;



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	<p>Unit 10: Imperialism</p> <ul style="list-style-type: none"> • Commissioner Lin: Letter to Queen Victoria; • The Monroe Doctrine; • Letters from President Fillmore to the Emperor of Japan; and, • John Hay: The Open Door in China (1899-1900). 	<ul style="list-style-type: none"> • Reading Like a Historian: Armistice; and, • The Fourteen Points. 	<ul style="list-style-type: none"> • Reading Like a Historian: Appeasement <p>Unit 13: World War II</p> <ul style="list-style-type: none"> • Reading Like a Historian: Nazi Propaganda; • Wannsee Protocol; • General Dwight D. Eisenhower's Order of the Day (1944); and, • The Decision to Use the Atomic Bomb. 	<ul style="list-style-type: none"> • The Decision to Use the Atomic Bomb. <p>Unit 14: The Cold War</p> <ul style="list-style-type: none"> • Reading Like a Historian: The Cold War; • Reading Like a Historian: The Korean War; • Reading Like a Historian: The Cuban Missile Crisis; • Reading Like a Historian: Castro and the United States; and, • Reagan Speech: "Tear down this wall," (1987). 	<ul style="list-style-type: none"> • Reading Like a Historian: The Cuban Missile Crisis; • Reading Like a Historian: Castro and the United States; and, • Reagan Speech: "Tear down this wall," (1987). <p>Unit 15: Global Terrorism</p> <ul style="list-style-type: none"> • President Clinton's Remarks to Victims and Survivors of the Genocide in Rwanda in Kigali, March 25, 1998; • George W. Bush on the Post-9/11 World (2002); • 9/11 Commission Report, "Reflecting on A Generational Challenge" (2004); and, • Press Briefing by Senior Administration Officials on the Killing of Osama bin Laden.
<p>The DBQ Project (Choose 2-4 titles per year)</p>	<ul style="list-style-type: none"> • The DBQ Project: "What Was the Driving Force Behind European Imperialism in Africa?" 	<ul style="list-style-type: none"> • The DBQ Project: "What Was the Underlying Cause of World War I?"; 	<ul style="list-style-type: none"> • The DBQ Project: "How Did the Versailles Treaty Help Cause World War II?" 	<ul style="list-style-type: none"> • The DBQ Project: "From Allies to Enemies: Why Did the Cold War Begin?" 	<ul style="list-style-type: none"> • The DBQ Project: "Why Did the Cold War End?"



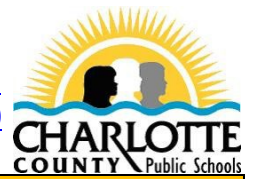
**Students taking United States Honors #2100320 will be required to demonstrate their skills through participation in a capstone research-based paper/project.

<p>Assessments</p>	<p><u>Unit 9:</u> <u>The Age of Progress</u></p> <ul style="list-style-type: none"> Section quizzes; Chapter tests;_and, Content specific tasks or projects. <p><u>Unit 10:</u> <u>Imperialism</u></p> <ul style="list-style-type: none"> Section quizzes; Chapter tests;_and, Content specific tasks or projects. 	<p><u>Unit 11:</u> <u>World War I</u></p> <ul style="list-style-type: none"> Section quizzes; Chapter tests;_and, Content specific tasks or projects. 	<p><u>Unit 12:</u> <u>Years of Crisis</u></p> <ul style="list-style-type: none"> Section quizzes; Chapter tests;_and, Content specific tasks or projects. <p><u>Unit 13:</u> <u>World War II</u></p> <ul style="list-style-type: none"> Section quizzes; Chapter tests;_and, Content specific tasks or projects. 	<p><u>Unit 13:</u> <u>World War II</u></p> <ul style="list-style-type: none"> Section quizzes; Chapter tests;_and, Content specific tasks or projects. <p><u>Unit 14:</u> <u>The Cold War</u></p> <ul style="list-style-type: none"> Section quizzes; Chapter tests;_and, Content specific tasks or projects. 	<p><u>Unit 14:</u> <u>The Cold War</u></p> <ul style="list-style-type: none"> Section quizzes; Chapter tests;_and, Content specific tasks or projects. <p><u>Unit 15:</u> <u>Global Terrorism</u></p> <ul style="list-style-type: none"> Section quizzes; Chapter tests;_and, Content specific tasks or projects.
<p>Florida's State Academic Standards, - Social Studies, 2023</p>	<p><u>Unit 9:</u> <u>The Age of Progress</u></p> <p>SS.912.W.6.4, SS.912.W.6.5</p> <p><u>Unit 10:</u> <u>Imperialism</u></p> <p>SS.912.W.6.6; SS.912.W.6.7</p>	<p><u>Unit 11:</u> <u>World War I</u></p> <p>SS.912.W.7.1; SS.912.W.7.2; SS.912.W.7.3</p>	<p><u>Unit 12:</u> <u>Years of Crisis</u></p> <p>SS.912.W.7.4; SS.912.W.7.5; SS.912.W.7.6</p> <p><u>Unit 13:</u> <u>World War II</u></p> <p>SS.912.W.7.7; SS.912.W.7.8; SS.912.W.7.9; SS.912.W.7.10; SS.912.W.7.11, SS.912.HE.1.1</p>	<p><u>Unit 13:</u> <u>World War II</u></p> <p>SS.912.W.7.7; SS.912.W.7.8; SS.912.W.7.9; SS.912.W.7.10; SS.912.W.7.11</p> <p><u>Unit 14:</u> <u>The Cold War</u></p> <p>SS.912.W.8.2; SS.912.W.8.4; SS.912.W.8.5</p>	<p><u>Unit 14:</u> <u>The Cold War</u></p> <p>SS.912.W.8.2; SS.912.W.8.4; SS.912.W.8.5</p> <p><u>Unit 15:</u> <u>Global Terrorism</u></p> <p>SS.912.W.9.7; SS.912.W.9.3</p>
<p>Adopted Instructional Materials</p>	<ul style="list-style-type: none"> HMH Social Studies: <i>Modern World History, Florida Edition</i> (2018) ISBN: 978-1-328-739-285 				



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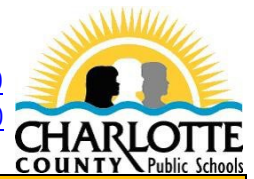
CPALMS	World History – Course Code: 2109310	World History, Honors - Course Code: 2109320			
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Student Critical Concept: Unit 1: The Beginnings of the Modern World		World History
Standards and Benchmarks included: SS.912.W.2.4, SS.912.W.2.5, SS.912.W.2.9, SS.912.W.2.11, & SS.912.W.2.13		1 week
Focus Document: Code of Justinian		
4.0	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Design the front page of a newspaper, detailing a key event from the Byzantine Empire or Middle Ages. <input type="checkbox"/> Debate the single most important cause of the collapse of the Western Roman Empire. 	
	3.5	In addition, to score 3.0 performance, partial success at score 4.0 content.
3.0	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify key figures and explain the contributions of the Byzantine Empire. <input type="checkbox"/> Analyze the impact of the collapse of the Western Roman Empire on Europe. <input type="checkbox"/> Describe the rise and achievements of significant rulers in medieval Europe. <input type="checkbox"/> 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. 	
	2.5	No major error or omissions regarding score 2.0 content and partial success at score 3.0 content.
2.0	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a Bubble map to identify the key figures of the Byzantine Empire. <input type="checkbox"/> Build a Tree map to explain the contributions of the Byzantine Empire. <ul style="list-style-type: none"> o Classify each contribution as economic (e), political (p), and/or social (s). <input type="checkbox"/> Generate a Multi-Flow map, or cause and effect chart, to analyze the collapse of the Western Roman Empire on Europe. <ul style="list-style-type: none"> o Rank order the causes from most important to the least important cause. <input type="checkbox"/> Construct a chart to describe the rise and achievements of significant rulers in medieval Europe. <input type="checkbox"/> Produce a slide presentation to explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of 	<p>I can recall specific vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anna Comnena <input type="checkbox"/> Belisarius <input type="checkbox"/> Byzantine Empire <input type="checkbox"/> Charlemagne <input type="checkbox"/> Charles Martel <input type="checkbox"/> Code of Justinian <input type="checkbox"/> John of Damascus <input type="checkbox"/> Justinian the Great <input type="checkbox"/> Middle Ages <input type="checkbox"/> Otto the Great <input type="checkbox"/> Theodora

	northern European peoples promoting a cultural unity in Europe.	<input type="checkbox"/> William the Conqueror
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.	
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5	With help, partial success at score 2.0 content but not at score 3.0 content.	
0.0	Even with help, no success.	

Resources for Unit 1: The Beginning of the Modern World: Click [HERE](#)



Student Critical Concept: Unit 2: Asia, Africa, and the Americas		World History
Standards and Benchmarks included: SS.912.W.2.20, SS.912.W.3.5, SS.912.W.3.6 SS.912.W.3.9, SS.912.W.3.14 & SS.912.W.3.18		1.5 Weeks
Focus Documents: Exhibition - Ancient Manuscripts from the Desert Libraries of Timbuktu Exhibitions - Library of Congress		
4.0	I can:	
	<input type="checkbox"/> Dramatize a tale from The Thousand and One Nights. <input type="checkbox"/> Research the history of samurai culture.	
3.5 In addition, to score 3.0 performance, partial success at score 4.0 content.		
3.0	I can:	
	<input type="checkbox"/> Summarize the major cultural, economic, political, and religious developments in medieval Japan. <input type="checkbox"/> Describe the achievements, contributions, and key figures associated with the Islamic Golden Age. <input type="checkbox"/> Trace the growth of major sub-Saharan African kingdoms and empires. <input type="checkbox"/> Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai. <input type="checkbox"/> Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.	
2.5 No major error or omissions regarding score 2.0 content and partial success at score 3.0 content.		
2.0	I can:	
	<input type="checkbox"/> Create a Bubble map to identify the key developments in medieval Japan <ul style="list-style-type: none"> o Classify each development as cultural (c), economic (e), political (p), and/or religious (r). <input type="checkbox"/> Make a chart to describe the achievements, contributions, and key figures associated with the Islamic Golden Age. <ul style="list-style-type: none"> o Include: Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights <input type="checkbox"/> Label the Ghana, Mali, and Songhai Empires on a map of sub-Saharan Africa. <input type="checkbox"/> Produce an illustrated time line to trace the growth of the Ghana, Mali, and Songhai Empire of sub-Saharan Africa. <input type="checkbox"/> Prepare a T-chart to identify and examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.	I can: <ul style="list-style-type: none"> <input type="checkbox"/> Algebra <input type="checkbox"/> Alhambra <input type="checkbox"/> Al-Ma'mun <input type="checkbox"/> Al-Razi <input type="checkbox"/> Askia Mohammad the Great <input type="checkbox"/> Averroes <input type="checkbox"/> Avicenna <input type="checkbox"/> Aztecs <input type="checkbox"/> Ghana Empire <input type="checkbox"/> Ibn Battuta <input type="checkbox"/> Incas

	<ul style="list-style-type: none"> ○ Classify each factor as cultural (c), economic (e), political (p), and/or religious (r). □ Label the Aztec, Inca, and Mayan Empires on a map of Meso and South America. □ Produce a Tree map or diagram that identifies and compares the key economic, cultural, and political characteristics of the Aztec, Inca, and Mayan Empires of Meso and South America. 	<ul style="list-style-type: none"> <input type="checkbox"/> Islam <input type="checkbox"/> Islamic Golden Age <input type="checkbox"/> Mali Empire <input type="checkbox"/> Mansa Musa <input type="checkbox"/> Mayans <input type="checkbox"/> Moctezuma I <input type="checkbox"/> Pillow Book <input type="checkbox"/> Sankore University <input type="checkbox"/> samurai <input type="checkbox"/> Shinto and Japanese Buddhism <input type="checkbox"/> shogunate <input type="checkbox"/> Songhai Empire <input type="checkbox"/> Tale of Genji <input type="checkbox"/> The Thousand and One Nights
1.5 Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.		
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5 With help, partial success at score 2.0 content but not at score 3.0 content.		
0.0	Even with help, no success.	

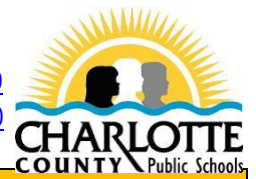
Resources for Unit 2: Asia, Africa, and the Americas: Click [HERE](#)



Student Critical Concept: Unit 3: Renaissance and Reformation		World History
Standards and Benchmarks included: SS.912.W.4.1, SS.912.W.4.3, SS.912.W.4.4 SS.912.W.4.7, SS.912.W.4.8, & SS.912.W.4.9		3 Weeks
Focus Document: Niccolo Machiavelli: The Prince [excerpts], 1513		
4.0	I can:	
	<input type="checkbox"/> Design the front page of a newspaper, detailing a key event from the Renaissance or Reformation. <input type="checkbox"/> Debate the practice of indulgences in the Catholic Church.	
3.5 In addition, to score 3.0 performance, partial success at score 4.0 content.		
3.0	I can:	
	<input type="checkbox"/> Identify the economic and political causes for the rise of the Italian city-states.	
	<input type="checkbox"/> Identify the major artistic, literary, and technological contributions of individuals during the Renaissance and the characteristics of humanism in works of art.	
	<input type="checkbox"/> Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus, and Erasmus and their impact on later reformers.	
	<input type="checkbox"/> Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.	
<input type="checkbox"/> Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.		
2.5 No major error or omissions regarding score 2.0 content and partial success at score 3.0 content.		

2.0	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Color and label a map of Italian city-states and their trade commodity. <input type="checkbox"/> Build a Tree map to identify the economic and political causes for the rise of the Italian city-states. <ul style="list-style-type: none"> <input type="checkbox"/> Classify each cause as economic (e) or political (p). <input type="checkbox"/> Design an illustrated tri-fold to identify the major artistic, literary, and technological contributions of individuals during the Renaissance and the characteristics of humanism in works of art. <input type="checkbox"/> Create a Circle map to identify criticisms of the Catholic Church. <ul style="list-style-type: none"> <input type="checkbox"/> Color code the criticisms by the individual who leveled them: <ul style="list-style-type: none"> <input type="checkbox"/> Wycliffe <input type="checkbox"/> Hus <input type="checkbox"/> Erasmus <input type="checkbox"/> Construct a Tree map or chart of Protestant denominations including founder, origin country, core beliefs. <input type="checkbox"/> Design a single-sided Multi-Flow map to analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation. <input type="checkbox"/> Complete a Bubble map on the Council of Trent. 	<p>I can recognize or recall specific vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> annul <input type="checkbox"/> Catholic Reformation <input type="checkbox"/> Council of Trent <input type="checkbox"/> Erasmus <input type="checkbox"/> excommunicate <input type="checkbox"/> Gutenberg <input type="checkbox"/> Henry VIII <input type="checkbox"/> heretic <input type="checkbox"/> humanism <input type="checkbox"/> indulgence <input type="checkbox"/> John Calvin <input type="checkbox"/> Leonardo da Vinci <input type="checkbox"/> Machiavelli <input type="checkbox"/> Martin Luther <input type="checkbox"/> Medici Family <input type="checkbox"/> Michelangelo <input type="checkbox"/> patron <input type="checkbox"/> predestination <input type="checkbox"/> Reformation <input type="checkbox"/> Renaissance <input type="checkbox"/> secular <input type="checkbox"/> Shakespeare <input type="checkbox"/> Thomas More <input type="checkbox"/> <i>Utopia</i>
	1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
	1.0	With help, partial success at score 2.0, content and score 3.0 content.
	0.5	With help, partial success at score 2.0 content but not at score 3.0 content.
	0.0	Even with help, no success.

Resources for Unit 3: Renaissance and Reformation: Click [HERE](#).



Student Critical Concept: Unit 4: Age of Exploration		World History
Standards and Benchmarks included: SS.912.W.4.11, SS.912.W.4.12, SS.912.W.4.14, SS.912.W.4.15		3 Weeks
Focus Document: Oludah Equiano Recalls the Middle Passage		
4.0	I can: <input type="checkbox"/> Design a restaurant and menu using ingredients from both sides of the Columbian Exchange. <input type="checkbox"/> Write a diary entry from the perspective of a Spanish Conquistador exploring the Southwest.	
	3.5 In addition, to score 3.0 performance, partial success at score 4.0 content.	
3.0	I can: <input type="checkbox"/> Summarize the causes that led to the Age of Exploration and identify major voyages and sponsors. <input type="checkbox"/> Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas. <input type="checkbox"/> 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. <input type="checkbox"/> Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.	
	2.5 No major error or omissions regarding score 2.0 content and partial success at score 3.0 content.	
2.0	I can: <input type="checkbox"/> Construct a Bubble map to summarize the causes that led to the Age of Exploration. o Classify and color-code each cause as economic (e), political (p), and/or social (s) <input type="checkbox"/> Complete a Circle map on Prince Henry the Navigator. <input type="checkbox"/> Create a Tree map or chart to identify and describe the major voyages, explorers, and their sponsors. <input type="checkbox"/> Complete a Bubble Map to describe the Columbian Exchange. <input type="checkbox"/> Color and label a map that shows the widespread transfer of plants, animals, precious metals, commodities, culture, human populations, technology, diseases, and ideas between the Old World and the New World. <input type="checkbox"/> Build a four-column chart to identify and describe the impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.	I can recognize or recall specific vocabulary: <input type="checkbox"/> Atlantic Slave Trade <input type="checkbox"/> chattel slavery <input type="checkbox"/> colony <input type="checkbox"/> Columbian Exchange <input type="checkbox"/> conquistador <input type="checkbox"/> encomienda <input type="checkbox"/> favorable balance of trade <input type="checkbox"/> indentured servitude <input type="checkbox"/> joint-stock company <input type="checkbox"/> mercantilism <input type="checkbox"/> mestizo <input type="checkbox"/> Middle Passage

	<ul style="list-style-type: none"> ○ Rank the impacts under each column from greatest to least impact. □ Draw a Circle map to identify the different forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas. <ul style="list-style-type: none"> ○ Color-code by era (13th-17th centuries) ○ Create symbols to represent East Africa, West Africa, Europe, Southwest Asia, and the Americas □ Create a T-chart to compare slavery and indentured servitude. □ Identify the 5Ws and H of the Atlantic Slave Trade. □ Draw a graphic representation of the Atlantic Slave Trade. □ Interact with a primary source on the conditions of the Atlantic Slave Trade and write a reflection. 	<ul style="list-style-type: none"> □ Prince Henry the Navigator □ Treaty of Tordesillas
1.5 Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.		
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5 With help, partial success at score 2.0 content but not at score 3.0 content.		
0.0	Even with help, no success.	

Resources for Unit 4: Age of Exploration: Click [HERE](#).



Student Critical Concept: Unit 5: Enlightenment and Scientific Revolution		World History
Standards and Benchmarks included: SS.912.W.4.6, SS.912.W.4.10, SS.912.W.5.3, SS.912.W.5.4		2 Weeks
Focus Document: The Declaration of Independence		
4.0	I can: <input type="checkbox"/> Research a specific Scientific Revolutionist or Enlightenment thinker and then participate in a speed-dating activity. <input type="checkbox"/> Dramatize an Enlightenment salon in Paris during this era.	
3.5 In addition, to score 3.0 performance, partial success at score 4.0 content.		
3.0	I can: <input type="checkbox"/> Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods. <input type="checkbox"/> Identify the major contributions of individuals associated with the Scientific Revolution. <input type="checkbox"/> Summarize the major ideas of Enlightenment philosophers. <input type="checkbox"/> Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.	
2.5 No major error or omissions regarding score 2.0 content and partial success at score 3.0 content.		
2.0	I can: <input type="checkbox"/> Draw a visual representation of Geocentric Theory versus the Heliocentric Theory. <ul style="list-style-type: none"> ○ Describe each theory <input type="checkbox"/> Complete a Bubble map or chart to identify the major contributions of individuals associated with the Scientific Revolution. <input type="checkbox"/> Create a Tree map or graphic organizer of major Enlightenment philosophers and summarize the main idea of their theories: <ul style="list-style-type: none"> ○ Locke ○ Montesquieu ○ Rosseau ○ Voltaire ○ Beccaria ○ Wollstonecraft 	I can recognize or recall specific vocabulary: <input type="checkbox"/> absolute monarchy <input type="checkbox"/> Baroque <input type="checkbox"/> constitutional monarchy <input type="checkbox"/> Enlightened Despot <input type="checkbox"/> Enlightenment <input type="checkbox"/> Geocentric Theory <input type="checkbox"/> Heliocentric theory <input type="checkbox"/> Isaac Newton <input type="checkbox"/> Mary Wollstonecraft <input type="checkbox"/> neoclassical <input type="checkbox"/> Nicolaus Copernicus

	<ul style="list-style-type: none"> <input type="checkbox"/> Compile a list examples of Enlightenment theory within the Declaration of Independence. <input type="checkbox"/> Draft a Tree map or outline on the impact of Enlightenment ideals on the development of economic, political, and religious structures. 	<ul style="list-style-type: none"> <input type="checkbox"/> Philosophe <input type="checkbox"/> salons <input type="checkbox"/> Scientific Method <input type="checkbox"/> Scientific Revolution <input type="checkbox"/> Social Contract
1.5 Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.		
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5 With help, partial success at score 2.0 content but not at score 3.0 content.		
0.0	Even with help, no success.	

Resources for Unit 5: The Enlightenment and Scientific Revolution: Click [HERE](#).



Student Critical Concept: Unit 6: French Revolution		World History
Standards and Benchmarks included: SS.912.W.5.5, SS.912.W.5.6		2 Weeks
Focus Document: Declaration of the Rights of Man - 1789		
4.0	I can:	
	<input type="checkbox"/> Design a poster that asserts whether Napoleon is a hero or villain for France. <input type="checkbox"/> Dramatize a plenary session of the Congress of Vienna.	
3.5 In addition, to score 3.0 performance, partial success at score 4.0 content.		
3.0	I can:	
	<input type="checkbox"/> Analyze the extent to which the Enlightenment impacted the American and French Revolutions. <input type="checkbox"/> Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.	
2.5 No major error or omissions regarding score 2.0 content and partial success at score 3.0 content.		
2.0	I can:	
	<input type="checkbox"/> Create a triangle outlining the structure of the Old Regime. <input type="checkbox"/> Build a T-chart to compare the extent to which Enlightenment ideals impacted the American and French Revolutions. <ul style="list-style-type: none"> ○ Rank each list in order of impact from greatest to least impact. <input type="checkbox"/> Annotate an illustrated Flow map or timeline of important events between 1789 and 1793, start of the Reign of Terror. <input type="checkbox"/> Prepare a 4-square to illustrate the significance and key details of the following: <ul style="list-style-type: none"> ○ Tennis Court Oath ○ Bastille Day ○ Women's March ○ Flight to Varennes. 	
	I can recognize or recall specific vocabulary:	
	<input type="checkbox"/> blockade <input type="checkbox"/> bourgeoisie <input type="checkbox"/> concordat <input type="checkbox"/> Congress of Vienna <input type="checkbox"/> coup d'état <input type="checkbox"/> guillotine <input type="checkbox"/> Hundred Days <input type="checkbox"/> Jacobin <input type="checkbox"/> Louis XVI <input type="checkbox"/> Marie Antoinette <input type="checkbox"/> Maximilien Robespierre <input type="checkbox"/> Napoleon Bonaparte <input type="checkbox"/> Napoleonic Code	

	<ul style="list-style-type: none"> <input type="checkbox"/> Construct an annotated and illustrated timeline of the significant events during the Reign of Terror. <input type="checkbox"/> Complete a Tree map to identify, describe, and differentiate between the forms of government put into place in France between 1789-1799. <input type="checkbox"/> Compile a list of the effects of the French Revolution. <ul style="list-style-type: none"> <input type="checkbox"/> Rank order the list in order of significance. <input type="checkbox"/> Identify if the effect is economic (e), political (p), or social (s). <input type="checkbox"/> Color code the list to determine if the effect impacted France, if the effect impacted Europe, and if the effect impacted the world. <input type="checkbox"/> Assemble a Bubble map on Napoleon Bonaparte. <input type="checkbox"/> Build a Tree map to summarize the rise and rule of Napoleon Bonaparte. <input type="checkbox"/> Prepare a Multi-Flow map or graphic organizer to evaluate the purpose and result of the Congress of Vienna. 	<ul style="list-style-type: none"> <input type="checkbox"/> Old Regime <input type="checkbox"/> Reign of Terror <input type="checkbox"/> Tennis Court Oath
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.	
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5	With help, partial success at score 2.0 content but not at score 3.0 content.	
0.0	Even with help, no success.	

Resources for Unit 6: The French Revolution: Click [HERE](#).

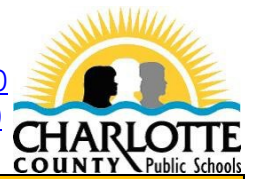


Student Critical Concept: Unit 7: Latin American Revolution		World History
Standards and Benchmarks included: SS.912.W.5.7		1 Week
Focus Document: "Letter from Jamaica," Simón Bolívar (1815)		
4.0	I can:	
	<input type="checkbox"/> Support the ideas outlined in Simon Bolivar's <i>Jamaica Letter</i> with evidence from the Enlightenment.	
3.5 In addition, to score 3.0 performance, partial success at score 4.0 content.		
3.0	I can:	
	<input type="checkbox"/> Describe the causes and effects of 19 th century Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L'Ouverture.	
2.5 No major error or omissions regarding score 2.0 content and partial success at score 3.0 content.		
2.0	I can:	I can recognize or recall specific vocabulary:
	<input type="checkbox"/> Compile a list to recall how the Enlightenment influenced 18 th century revolutions leading up to the Latin American Revolutions. <input type="checkbox"/> Create a social structure triangle listing the different social classes of Latin America. <input type="checkbox"/> Construct a Multi-Flow map to identify and describe the causes and effects of the 19 th century Latin American and Caribbean independence movements led by Bolivar, de San Martin, and L'Ouverture. <input type="checkbox"/> Compose a paragraph explaining the new governments of Latin America and Caribbean post-revolution.	<input type="checkbox"/> creole <input type="checkbox"/> Jose de San Martin <input type="checkbox"/> Jose Maria Morelos <input type="checkbox"/> mestizo <input type="checkbox"/> mulatto <input type="checkbox"/> nationalism <input type="checkbox"/> Peninsular <input type="checkbox"/> Simon Bolivar <input type="checkbox"/> Toussaint L'Ouverture
1.5 Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.		
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
	0.5 With help, partial success at score 2.0 content but not at score 3.0 content.	

0.0

Even with help, no success.

Resources for Unit 7: Latin America: Click [HERE](#)



Student Critical Concept: Unit 8: Industrial Revolution		World History
Standards and Benchmarks included: SS.912.W.6.1, SS.912.W.6.2, SS.912.W.6.3		2 Weeks
Focus Document: Testimony Before Parliamentary Committees on Working Conditions in England		
4.0	I can:	
	<input type="checkbox"/> Deliver a speech to Parliament urging them to pass laws for better working conditions. <input type="checkbox"/> Debate communism versus capitalism.	
3.5 In addition, to score 3.0 performance, partial success at score 4.0 content.		
3.0	I can:	
	<input type="checkbox"/> 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. <input type="checkbox"/> Summarize the social and economic effects of the Industrial Revolution. <input type="checkbox"/> Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.	
2.5 No major error or omissions regarding score 2.0 content and partial success at score 3.0 content.		
2.0	I can:	
	<input type="checkbox"/> Illustrate a 6-square on the agricultural developments in Britain. <input type="checkbox"/> Complete a Tree map or chart to identify and describe the important inventors and inventions of the Industrial Revolution. <input type="checkbox"/> Label and color a map to identify the agricultural and technological innovations that spread to continental Europe, the United States, and Japan. <input type="checkbox"/> Construct a Bubble map to describe factory conditions. <input type="checkbox"/> Restate what life in a factory is like, using specific evidence from a primary source. <input type="checkbox"/> Compile a list or chart on the various reforms of the Industrial Revolution. <input type="checkbox"/> Prepare a Multi-Flow map or graphic organizer to summarize the cause and effects of the Industrial Revolution.	
	I can recognize or recall specific vocabulary:	
	<input type="checkbox"/> Adam Smith <input type="checkbox"/> Agricultural Revolution <input type="checkbox"/> capitalism <input type="checkbox"/> crop rotation <input type="checkbox"/> communism <input type="checkbox"/> division of labor <input type="checkbox"/> enclosure <input type="checkbox"/> industrialization <input type="checkbox"/> interchangeable parts <input type="checkbox"/> Karl Marx <input type="checkbox"/> laissez faire <input type="checkbox"/> Robert Owen	

	<ul style="list-style-type: none"> ○ Classify each effect as economic (e) or social (s). □ Complete a three-column chart or graphic organizer to compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx. 	<ul style="list-style-type: none"> □ Strike □ tenement □ union □ urbanization
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.	
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5	With help, partial success at score 2.0 content but not at score 3.0 content.	
0.0	Even with help, no success.	

Resources for Unit 8: The Industrial Revolution: Click [HERE](#)



Student Critical Concept: Unit 9: The Age of Progress		World History
Standards and Benchmarks included: SS.912.W.6.4, SS.912.W.6.5		1 week
Focus Document: J'accuse by Emile Zola		
4.0	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine the most influential reform movement from this unit and design a graphic or symbol to represent the movement. 	
	3.5 In addition, to score 3.0 performance, partial success at score 4.0 content.	
3.0	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Summarize the causes, key events, and effects of the unification of Italy and Germany. 	
	2.5 No major error or omissions regarding score 2.0 content and partial success at score 3.0 content.	
2.0	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a T-chart to identify and describe the social and political reforms of the 19th and early 20th centuries. <ul style="list-style-type: none"> o Color-code the location of their greatest impact: <ul style="list-style-type: none"> ▪ Green for Africa ▪ Red for Asia ▪ Yellow for Europe ▪ Blue for the U.S. ▪ Pink for Caribbean ▪ Orange for Latin America <input type="checkbox"/> Construct a Bubble map to describe the characteristics of the Meiji Restoration. <input type="checkbox"/> Design a one-page outline to describe the Chartist Movement. <input type="checkbox"/> Watch a video on the Dreyfus Affair and answer corresponding questions: <ul style="list-style-type: none"> o Paul Sargent (AP Euro Bit by Bit on YouTube) <input type="checkbox"/> Illustrate an annotated timeline of U.S. expansion. 	
	<p>I can recognize or recall specific vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> abolitionism <input type="checkbox"/> anti-Semitism <input type="checkbox"/> Camillo di Cavour <input type="checkbox"/> Chartist Movement <input type="checkbox"/> Dreyfus Affair <input type="checkbox"/> Giuseppe Garibaldi <input type="checkbox"/> Junker <input type="checkbox"/> Kaiser <input type="checkbox"/> manifest destiny <input type="checkbox"/> Meiji Reforms <input type="checkbox"/> Otto von Bismarck <input type="checkbox"/> Queen Victoria <input type="checkbox"/> secede 	

	<ul style="list-style-type: none"> <input type="checkbox"/> List 10 significant facts about the U.S. Civil War that had an impact on World History. <input type="checkbox"/> Create a Multi-flow map on the causes and effects of German unification. <input type="checkbox"/> Create a Multi-flow map on the causes and effects of Italian unification. 	<ul style="list-style-type: none"> <input type="checkbox"/> segregation <input type="checkbox"/> suffrage <input type="checkbox"/> Zionism
1.5 Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.		
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5 With help, partial success at score 2.0 content but not at score 3.0 content.		
0.0	Even with help, no success.	

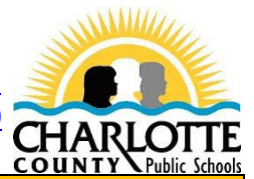
Resources for Unit 9: The Age of Progress: Click [HERE](#)



Student Critical Concept: Unit 10: Imperialism		World History
Standards and Benchmarks included: SS.912.W.6.6; SS.912.W.6.7		3 weeks
Focus Document: The White Man's Burden, by Rudyard Kipling (1899)		
4.0	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze American political cartoons of the late 19th and early 20th centuries to answer this question: How did these political cartoons expose the hypocrisy of American imperialism? <input type="checkbox"/> Dramatize a plenary session at the Berlin Conference discussing the carving up of Africa and Asia into spheres of influence. 	
	3.5 In addition, to score 3.0 performance, partial success at score 4.0 content.	
3.0	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze the causes and effects of Imperialism. <input type="checkbox"/> Identify major events in China during the 19th and early 20th centuries related to imperialism. 	
	2.5 No major error or omissions regarding score 2.0 content and partial success at score 3.0 content.	
2.0	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete a Circle map to define Social Darwinism. <input type="checkbox"/> Design a Bubble map to describe attributes of imperialism. <input type="checkbox"/> Create a tree map to analyze the causes of imperialism. <ul style="list-style-type: none"> o Classify each cause as economic (e), political (p), or social (s). <input type="checkbox"/> Illustrate an annotated Flow map or timeline of European and American expansion across the globe. <input type="checkbox"/> Describe the impact of the Berlin Conference on Africa and its peoples. <ul style="list-style-type: none"> o Color and label a map of Africa before the Berlin Conference. o Color and label a map of Africa after the Berlin Conference to indicate European spheres of influence. 	<p>I can recognize or recall specific vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> annexation <input type="checkbox"/> assimilation <input type="checkbox"/> Berlin Conference <input type="checkbox"/> Boer War <input type="checkbox"/> Boxer Rebellion <input type="checkbox"/> Crimean War <input type="checkbox"/> Direct control <input type="checkbox"/> Indirect control <input type="checkbox"/> Monroe Doctrine <input type="checkbox"/> Open Door Policy <input type="checkbox"/> Opium Wars <input type="checkbox"/> Panama Canal

	<ul style="list-style-type: none"> ○ Prepare a paragraph to describe the impact of the Berlin Conference on Africa and its peoples. □ Draft an annotated Flow map or timeline of the Boer War or Crimean War. □ Prepare a T-chart to identify the positive and negative legacies of imperialism. □ Complete a Tree map or outline to identify and describe the changes in Muslim lands during the age of imperialism. □ Illustrate and annotate a Flow map or timeline of the major events in China during the 19th and early 20th centuries related to imperialism, to include Western incursions, Opium Wars, Taiping and Boxer Rebellions, and the nationalist revolution. 	<ul style="list-style-type: none"> □ raj □ Roosevelt Corollary □ Sepoy Rebellion □ Social Darwinism □ Spanish-American War □ sphere of influence □ Suez Canal
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.	
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5	With help, partial success at score 2.0 content but not at score 3.0 content.	
0.0	Even with help, no success.	

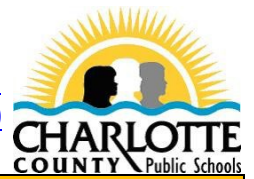
Resources for Unit 10: Imperialism: Click [HERE](#)



Student Critical Concept: Unit 11: World War I		World History
Standards and Benchmarks included: SS.912.W.7.1; SS.912.W.7.2; SS.912.W.7.3		3 weeks
Focus Document: The Murder of Archduke Franz Ferdinand		
4.0	I can:	
	<input type="checkbox"/> Design a propaganda poster showcasing the central wartime ideas from World War I. <input type="checkbox"/> Compose a letter from the trench using specified critical terms to convey the soldier's experience.	
3.5 In addition, to score 3.0 performance, partial success at score 4.0 content.		
3.0	I can:	
	<input type="checkbox"/> Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism. <input type="checkbox"/> Describe the changing nature of warfare during World War I. <input type="checkbox"/> Summarize significant effects of World War I.	
2.5 No major error or omissions regarding score 2.0 content and partial success at score 3.0 content.		
2.0	I can:	I can recognize or recall specific vocabulary:
	<input type="checkbox"/> Annotate and illustrate a 4-square graphic organizer to identify and describe the "MAIN" causes of World War I. <input type="checkbox"/> Analyze a primary source on the assassination of Archduke Franz Ferdinand to understand why this event is considered the spark that set off World War I. <input type="checkbox"/> Compile a list or chart on the new technologies of World War I. <ul style="list-style-type: none"> ○ Rank order the list from greatest to least impact. <input type="checkbox"/> Illustrate and annotate a Flow map or timeline to identify, describe, and chart the key events of World War I. <input type="checkbox"/> Organize a timeline of important events of the Russian Revolution. <input type="checkbox"/> Compare Lenin and Trotsky in a Double Bubble map. <input type="checkbox"/> Sketch a wanted poster of Rasputin that includes the rationale of why people wanted to get rid of him.	<input type="checkbox"/> alliances <input type="checkbox"/> Allies <input type="checkbox"/> Armistice <input type="checkbox"/> Bolsheviks <input type="checkbox"/> Central Powers <input type="checkbox"/> Eastern Front <input type="checkbox"/> Fourteen Points <input type="checkbox"/> League of Nations <input type="checkbox"/> militarism <input type="checkbox"/> nationalism <input type="checkbox"/> propaganda <input type="checkbox"/> reparations <input type="checkbox"/> total war

	<ul style="list-style-type: none"> <input type="checkbox"/> Create a one-sided Multi-Flow map to identify and explain the effects of World War I, including the Weimar Republic, dissolution of empires, Balfour Declaration, Treaty of Versailles. <input type="checkbox"/> Build a Brace map to identify and elaborate the terms of the Treaty of Versailles. <ul style="list-style-type: none"> <input type="checkbox"/> Classify each term as economic (e), political, and/or social (s). 	<ul style="list-style-type: none"> <input type="checkbox"/> Treaty of Versailles <input type="checkbox"/> trench warfare <input type="checkbox"/> Triple Alliance <input type="checkbox"/> Triple Entente <input type="checkbox"/> unrestricted submarine warfare <input type="checkbox"/> Western Front
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.	
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5	With help, partial success at score 2.0 content but not at score 3.0 content.	
0.0	Even with help, no success.	

Resources for Unit 11: World War I: Click [HERE](#)



Student Critical Concept: Unit 12: Years of Crisis		World History
Standards and Benchmarks included: SS.912.W.7.4; SS.912.W.7.5; SS.912.W.7.6		2 weeks
Focus Document: The Sound of Cicadas by Arturo Vivante		
4.0	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Research a legislative program of the New Deal and create a presentation addressing specific questions. <input type="checkbox"/> Dramatize the Munich Conference. 	
3.5 In addition, to score 3.0 performance, partial success at score 4.0 content.		
3.0	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories. 	
2.5 No major error or omissions regarding score 2.0 content and partial success at score 3.0 content.		
2.0	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete a T-chart to describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s. <input type="checkbox"/> Create a Multi-Flow map to describe the causes and effects of the Great Depression. <input type="checkbox"/> Produce a Bubble map to identify and describe how governments responded to the Great Depression. <ul style="list-style-type: none"> <input type="checkbox"/> Rank the government responses by most effective to least effective in dealing with the Great Depression. <input type="checkbox"/> Illustrate and annotate a Flow map or timeline to identify and describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain. <input type="checkbox"/> Build a Tree map or outline to identify and explain the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco. 	<p>I can recognize or recall specific vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> appeasement <input type="checkbox"/> coalition government <input type="checkbox"/> existentialism <input type="checkbox"/> fascism <input type="checkbox"/> Five Year Plan <input type="checkbox"/> Great Depression <input type="checkbox"/> isolationism <input type="checkbox"/> lebensraum <input type="checkbox"/> <i>Mein Kampf</i> <input type="checkbox"/> Munich Conference <input type="checkbox"/> Nazism

	<ul style="list-style-type: none"> ○ Classify the policies and main ideas as economic (e), political (p), and/or social (s). ○ Color-code any policies or main ideas that were a direct effect of World War I. □ Work in a group to design a presentation that analyzes the authoritarian government of the Interwar Years. □ Prepare a Circle map to identify the impact of the rise of authoritarian governments. <ul style="list-style-type: none"> ○ Classify the impact of the rise of authoritarian governments as economic (e), political (p), and/or social (s). □ Construct a Double Bubble map or Venn diagram to identify, describe, and compare the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories. <ul style="list-style-type: none"> ○ Rank order the similarities between the Soviet Union and Nazi Germany from greatest impact to least impact. 	<ul style="list-style-type: none"> <input type="checkbox"/> Spanish Civil War <input type="checkbox"/> surrealism <input type="checkbox"/> terrorism <input type="checkbox"/> Theory of Relativity <input type="checkbox"/> Third Reich <input type="checkbox"/> Weimar Republic
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.	
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5	With help, partial success at score 2.0 content but not at score 3.0 content.	
0.0	Even with help, no success.	

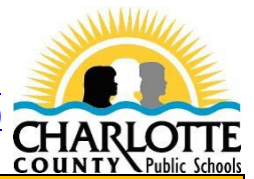
Resources for Unit 12: Years of Crisis: Click [HERE](#)



Student Critical Concept: Unit 13: World War II		World History
Standards and Benchmarks included: SS.912.W.7.7; SS.912.W.7.8; SS.912.W.7.9; SS.912.W.7.10; SS.912.W.7.11, SS.912.HE.1.1		3 weeks
Focus Document: Pronouncement by Abba Kovner (Jewish Resistance)		
4.0	I can:	
	<input type="checkbox"/> Conduct a debate on President Truman's decision to drop the atomic bombs on Japan. <input type="checkbox"/> Dramatize the closing statement for the prosecution of the Nuremberg Trial of Hermann Göring.	
3.5 In addition, to score 3.0 performance, partial success at score 4.0 content.		
3.0	I can:	
	<input type="checkbox"/> Trace the causes and key events related to World War II.	
	<input type="checkbox"/> Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.	
	<input type="checkbox"/> Identify the wartime strategy and post-war plans of the Allied leaders.	
	<input type="checkbox"/> Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.	
<input type="checkbox"/> Describe the effects of World War II.		
2.5 No major error or omissions regarding score 2.0 content and partial success at score 3.0 content.		
2.0	I can:	I can recognize or recall specific vocabulary:
	<input type="checkbox"/> Illustrate and annotate a Flow map or timeline to trace the causes and key events related to World War II. <input type="checkbox"/> Organize a 4-square to detail and summarize the causes of World War II: <ul style="list-style-type: none"> ○ Treaty of Versailles ○ Rise of Fascism ○ The Great Depression ○ The Appeasement of Hitler <input type="checkbox"/> Create posters to be used for a gallery walk that identify and explain the 5Ws and H of seven key battles of World War II: <ul style="list-style-type: none"> ○ Battle of Britain ○ Pearl Harbor ○ Battle of Midway ○ Battle of Stalingrad ○ Battle of Guadalcanal ○ D-Day ○ Battle of the Bulge 	<input type="checkbox"/> Adolf Hitler <input type="checkbox"/> Aryan <input type="checkbox"/> Atlantic Charter <input type="checkbox"/> blitzkrieg <input type="checkbox"/> non-aggression pact <input type="checkbox"/> Franklin D. Roosevelt <input type="checkbox"/> genocide <input type="checkbox"/> ghetto <input type="checkbox"/> Harry S Truman <input type="checkbox"/> Holocaust <input type="checkbox"/> Israel <input type="checkbox"/> Joseph Stalin

	<ul style="list-style-type: none"> <input type="checkbox"/> Design a 3-column chart to identify and describe the wartime strategy and post-war plans of each of the Allied leaders. <input type="checkbox"/> Complete a 5Ws and H on the details of the Holocaust. <input type="checkbox"/> Prepare a Tree map or outline to explain the causes, events, and effects of the Holocaust (1933-1945) <ul style="list-style-type: none"> <input type="checkbox"/> Classify each entry as one of the following: <ul style="list-style-type: none"> <input type="checkbox"/> the long tradition of anti-Semitism (AS) <input type="checkbox"/> 19th century ideas about race and nation (R&N), and Nazi dehumanization of the Jews and other victims (ND). <input type="checkbox"/> Build a Multi-Flow map or cause and effect chart on the policy of Japanese internment in the U.S. <input type="checkbox"/> Construct a T-chart to identify and describe the pros and cons of President Truman's decision to use the atomic bomb. <ul style="list-style-type: none"> <input type="checkbox"/> Color-code the strongest argument on each side. <input type="checkbox"/> Draft a Bubble map to describe the effects of World War II. 	<ul style="list-style-type: none"> <input type="checkbox"/> kamikaze <input type="checkbox"/> Kristallnacht <input type="checkbox"/> Nuremberg Trials <input type="checkbox"/> superpowers <input type="checkbox"/> Winston Churchill
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.	
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5	With help, partial success at score 2.0 content but not at score 3.0 content.	
0.0	Even with help, no success.	

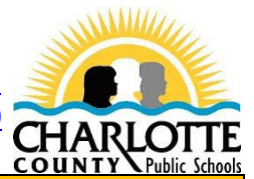
Resources for Unit 13: World War II: Click [HERE](#)



Student Critical Concept: Unit 14: Cold War		World History
Standards and Benchmarks included: SS.912.W.8.2; SS.912.W.8.4; SS.912.W.8.5		3 weeks
Focus Document: Letter From Chairman Khrushchev to President Kennedy		
4.0	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dramatize 'The Kitchen Debate' between U.S. Vice President Richard Nixon and Nikita Khrushchev, 65, at the opening of the American National Exhibition in Moscow on July 24, 1959. <input type="checkbox"/> Publish an editorial denouncing the Soviet invasion of Afghanistan. 	
	3.5 In addition, to score 3.0 performance, partial success at score 4.0 content.	
3.0	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe characteristics of the early Cold War. <input type="checkbox"/> Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East. <input type="checkbox"/> Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe. 	
	2.5 No major error or omissions regarding score 2.0 content and partial success at score 3.0 content.	
2.0	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Illustrate and annotate a Flow map or timeline of the Cold War from 1945-1990. <input type="checkbox"/> Create a Bubble map to identify and describe the characteristics of the early Cold War. <input type="checkbox"/> Label and color a world map to identify the U.S. & the West's sphere of influence and the Soviet sphere of influence during the early Cold War. <input type="checkbox"/> Create a Tree map or outline to examine the various aid programs of the United States: <ul style="list-style-type: none"> o Truman Doctrine o Marshall Plan o Berlin Airlift <input type="checkbox"/> Draw a Double Bubble map or Venn diagram to compare the details of NATO and the Warsaw Pact. 	<p>I can recognize or recall specific vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 38th parallel <input type="checkbox"/> Ayatollah Khomeini <input type="checkbox"/> Berlin Airlift <input type="checkbox"/> brinkmanship <input type="checkbox"/> Cold War <input type="checkbox"/> containment <input type="checkbox"/> Cultural Revolution <input type="checkbox"/> detente <input type="checkbox"/> Domino Theory <input type="checkbox"/> Fidel Castro <input type="checkbox"/> Ho Chi Minh <input type="checkbox"/> Iron Curtain

	<ul style="list-style-type: none"> <input type="checkbox"/> Compile a list of proxy wars in Africa, Asia, Latin America, and the Middle East. <ul style="list-style-type: none"> <input type="checkbox"/> Color-code the list by location <input type="checkbox"/> Illustrate and annotate a Flow map or timeline of the <input type="checkbox"/> of the Chinese Revolution, the Great Leap Forward, and the Cultural Revolution. <input type="checkbox"/> Prepare a 4-square graphic organizer for presentation to include causes, key events, important people, and effects on one of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Civil War in China <input type="checkbox"/> Korean War <input type="checkbox"/> Vietnam War <input type="checkbox"/> Cuban Missile Crisis <input type="checkbox"/> Soviet invasion of Afghanistan <input type="checkbox"/> Draft a Bubble map to identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe. <ul style="list-style-type: none"> <input type="checkbox"/> Classify each factor as economic (e), political (p), and/or social (s). 	<ul style="list-style-type: none"> <input type="checkbox"/> John F. Kennedy <input type="checkbox"/> Leonid Brezhnev <input type="checkbox"/> Lyndon Johnson <input type="checkbox"/> Margaret Thatcher <input type="checkbox"/> Marshall Plan <input type="checkbox"/> Mikhail Gorbachev <input type="checkbox"/> NATO <input type="checkbox"/> Nikita Khrushchev <input type="checkbox"/> Perestroika/glasnost <input type="checkbox"/> proxy war <input type="checkbox"/> Red Guards <input type="checkbox"/> Richard Nixon <input type="checkbox"/> Ronald Reagan <input type="checkbox"/> Truman Doctrine <input type="checkbox"/> United Nations <input type="checkbox"/> Vietcong <input type="checkbox"/> Warsaw Pact
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.	
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5	With help, partial success at score 2.0 content but not at score 3.0 content.	
0.0	Even with help, no success.	

Resources for Unit 14: The Cold War: Click [HERE](#)



Student Critical Concept: Unit 15: Global Terrorism		World History
Standards and Benchmarks included: SS.912.W.9.7; SS.912.W.9.3		1.5 weeks
Focus Document: Presidents Bush's Speech from 9/11		
4.0	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Debate the passage and reauthorization of the Patriot Act. <input type="checkbox"/> Conduct a survey of what people remember about September 11, 2001, and graphically record their responses. 	
	3.5 In addition, to score 3.0 performance, partial success at score 4.0 content.	
3.0	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the impact of and global response to international terrorism. <input type="checkbox"/> 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. 	
	2.5 No major error or omissions regarding score 2.0 content and partial success at score 3.0 content.	
2.0	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a Circle map on terrorism. <input type="checkbox"/> Make a Double Bubble map or Venn diagram to compare and contrast terrorism and cyber terrorism. <input type="checkbox"/> Illustrate and annotate a Flow map or timeline of 20th and 21st century terrorist attacks. <input type="checkbox"/> Prepare a T-chart or graphic organizer to identify and explain the impact of and global response to international terrorism. <input type="checkbox"/> Create a collage of primary sources and images about September 11, 2001. <input type="checkbox"/> Compile a list of changes as a result of September 11, 2001. <ul style="list-style-type: none"> o Classify each change as economic (e), political (p), and/or social (s). o Evaluate the list and select the greatest change. 	<p>I can recognize or recall specific vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Armenia <input type="checkbox"/> Bosnia-Herzegovina <input type="checkbox"/> cyber terrorism <input type="checkbox"/> Darfur <input type="checkbox"/> Department of Homeland Security <input type="checkbox"/> ethnic cleaning/genocide <input type="checkbox"/> Holocaust <input type="checkbox"/> Rwanda <input type="checkbox"/> September 11, 2001 <input type="checkbox"/> terrorism <input type="checkbox"/> USA Patriot Act

	<ul style="list-style-type: none"> □ Craft a 4-column chart or graphic organizer to explain the cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur. 	
1.5 Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.		
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5 With help, partial success at score 2.0 content but not at score 3.0 content.		
0.0	Even with help, no success.	

Resources for Unit 15: Global Terrorism: Click [HERE](#)



World History (#2109310) 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.
SS.912.HE.1.1:	<p>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.</p> <ul style="list-style-type: none"> • Students will explain why the Holocaust is history’s most extreme example of antisemitism.
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:
MA.K12.MTR.1.1:	<ul style="list-style-type: none"> 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.

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.

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

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.

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.

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

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.

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.

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,

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

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:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p>