Curriculum Map and Pacing Guide

World History + R Q R U V 2110193 0

Contents:

x World History + R Q R U V Course Description
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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

Curriculum Map & Pacing Guide

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

the empires of Ghana, Mali, and Songhai.

- Compare the key economic, cultural, and political characteristics of the

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x Exhibition - Ancient

Curriculum Map & Pacing Guide

World History – Course Code: 2109310
World History, Honors - Course Code: 2109320

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	x Content specific tasks or projects. Unit 2: Asia, Africa, and the Americans x Section quizzes; x Chapter tests; and, x Content specific tasks or projects.	x Content specific tasks or projects. Unit 4: The Age of Exploration x Section quizzes; x Chapter tests; and, x Content specific tasks or projects.	x Content specific tasks or projects. Unit 5 The Enlightenment and the Scientific Revolution x Section quizzes; x Chapter tests; and, x Content specific tasks or projects.	x Content specific tasks or projects. Unit 7: Latin American Revolution x Section quizzes; x Chapter tests; and, x Content specific tasks or projects. Unit 8: Industrialization x Section quizzes; x Chapter tests; and, x Content specific tasks or projects.	x Content specific tasks or projects.
Florida's State Academic Standards, -Social Studies, 2023	Unit 1: The Beginnings of the Modern World				

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			x Women's History Month; and, x Congressional Medal of Honor Day.		x Memorial Day.
Content	Unit 9: The Age of Progress x Political and social reform movements around the world. Unit 10: Imperialism x Imperialism	Unit 11: World War I x World War I	Unit 12: Years of Crisis x Great Depression x Rise of authoritarianism Unit 13: World War II x World War II x Holocaust	Unit 13: World War II x World War II Unit 14: The Cold War x The Cold War	Unit 14: The Cold War x The Cold War Unit 15: Global Terrorism x Global response to terrorism.
Learning Goals	Unit 9: Age of Progress x 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. x Summarize the causes, key events, and	Unit 11: World War I x Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.	Unit 12: Years of Crisis x 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 De pression. x Describe the rise of authoritarian	Unit 13: World War II x Trace the causes and key events related to World War II. x 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	Unit 14: The Cold War x Describe characteristics of the early Cold War. x Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East. x

**Students taking United States Honors

Curriculum Map & Pacing Guide

World History – Course Code: 2109310
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CPALMS	World History – Course Code: 2109310	World History, Honors - Course Code: 2109320

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	I can: Design the front page of a newspaper, detailing a key event from the Byzantine Empire or Middle Ages. 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	I can: Identify key figures and explain the contributions of the Byzantine Empire.

	northern European peoples promoting a cultural unity in Europe.	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.W2.20, SS.912.W3.5, SS.912.W3.6 SS.912.W3.9, SS.912.W.3.14& SS.912.W3.18	1.5 Weeks

Focus Documents: Exhibition - Ancient Manuscripts from the Desert Libraries of Timbuktu | Exhibitions - Library of Congress

4.0	I can: Dramatize a tale from The Thousand and One Nights . 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: 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 the empires of Ghana, Mali, and Songhai. 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: Create a Bubble map to identify the key developments in medieval Japan o Classify each development as cultural (c), economic (e) , political (p), and/or religious (r). Make a chart to describe the achievements, contributions, and key figures associated with the Islamic Golden Age . o Include: Al-Ma'mun, Avicenna, Averroes, Algebra, Al - Razi, Alhambra, The Thousand and One Nights Label the Ghana, Mali, and Songhai Empires on a map of sub-Saharan Africa. Produce an illustrated time line to t race the growth of the Ghana, Mali, and Songhai Empire of sub -Saharan Africa. 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: Algebra Alhambra Al-Ma'mun Al-Razi Askia Mohammad the Great Averroes Avicenna Aztecs Ghana Empire Ibn Battuta Incas

	o 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 the identifies and compares the key economic, cultural, and political characteristics of the Aztec, Inca, and Mayan Empires of Meso and South America.	Islam Islamic Golden Age Mali Empire Mansa Musa Mayans Moctezuma I Pillow Book Sankore University samurai Shinto and Japanese Buddhism shogunate Songhai Empire Tale of Genji 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: Design the front page of a newspaper, detailing a key event from the Renaissance or Reformation. 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: 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 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 reformer s.

I can:

- Color and label a map of Italian city -states and their trade commodity.
- Build a Tree map to identify the economic and political causes for the rise of the Italian city -states.
  - Classify each cause as economic (e) or political (p) .
- Design an illustrated tri-

2.0

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: Olaudah Equiano R ecalls the Middle Passage		
4.0	I can: Design a restaurant and menu using ingredients from both sides of the Columbian Exchange. 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:

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.

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 th e Americas.

	o 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. o Color -code by era (13th-17th centuries) o Create symbols to represent East Africa, West Africa, Europe, Southwest Asia, and the Americas Create a T -c hart 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.	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: Research a specific Scientific Revolutionist or Enlightenment thinker and then participate in a speed-d ating activity. 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: Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.

	Compile a list examples of Enlightenment theory within the Declaration of Indepen dence . Draft a T ree map or outline on the impact of Enlightenment ideals on the development of economic, political, and religious structures .	Philosophe salons Scientific Method Scientific Revolution 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.	

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: Design a poster that asserts whether Napoleon is a hero or villain for France. 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: Analyze the extent to which the Enlightenment impacted the American and French Revolutions. 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: Create a triangle outlining the structure of the Old Regime. Build a T-chart to compare the extent to which Enlightenment ideals impacted the American and French Revolutions. o Rank each list in order of impact from greatest to least impact. Annotate an illustrated Flow map or timeline of important events between 1789 and 1793 , start of the Reign of Terror. Prepare a 4-square to illustrate the significance and key details of the following: o Tennis Court Oath o Bastille Day o Women's March o Flight to Varennes.	I can recognize or recall specific vocabulary: blockade bourgeoisie concordat Congress of Vienna coup d'état guillotine Hundred Days Jacobin Louis XVI Marie Antoinette Maximilien Robespierre Napoleon Bonaparte Napoleonic Code

	Construct an annotated and illustrated timeline of the significant events during the Reign of Terror. Complete a Tree map to identify, describe , and differentiate between the forms of government put into place in France between 1789 -1799. Compile a list of the effects of the French Revolution. o Rank order the list in order of significance. o Identify is the effect is economic (e), political (p), or social (s). o Color code the list to determine if the effect impacted France, if the effect impacted Europe, and if the effect impacted the world. Assemble a Bubble map on Napoleon Bonaparte. Build a Tree map to summarize the rise and rule of Napoleon Bonaparte. Prepare a Multi -Flow map or graphic organizer to evaluate the purpose and result of the Congress of Vienna.	Old Regime Reign of Terror 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: Support the ideas outlined in Simon Bolivar's Jamaica Letter 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: Describe the causes and effects of 19th century Latin Ameri e 13.98 0 0 13.98 0.9i 12 335.46effec e (u)-2ael.02 374.76Tm0

0.0	Even with help, no success.

Resources for Unit 7: Latin America: Click HERE

	List 10 significant facts about the U.S. Civil War that had an impact on World History. Create a Multi-flow map on the causes and effects of German unification . Create a Multi-flow map on the causes and effects of Italian unification .	segregation suffrage 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

- Prepare a paragraph to describe the impact of the Berlin Conference on Africa and its peoples .

Draft a n annotated Flow map or timeline of the Boer War or Crimean War .

Prepare a T -chart to identify the positive and negative legacies of i

	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. Build a Brace map to identify and elaborate the terms of the Treaty of Versailles. o Classify each term as economic (e), political, and/or social (s).	Treaty of Versailles trench warfare Triple Alliance Triple Entente unrestricted submarine warfare Western Front
	1.5 Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content	816 0 14 -8 (a) 2.0 Tw 10.98 0 3 >26. 1233 b c04 Tw 10.

Student Critical Concept: Unit 1 2: 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	I can: Research a legislative program of the New Deal and create a presentation addressing specific questions. Dramatize the Munich Conference.
3.5	In addition, to score 3.0 performance, partial success at score 4.0 content.
3.0	I can: 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 governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies

	o Classify the policies and main ideas as economic (e), political (p), and/or social (s). o 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. o 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. o Rank order the similarities between the Soviet Union and Nazi Germany from greatest impact to least impact.	Spanish Civil War surrealism terrorism Theory of Relativity Third Reich 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: Yea

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		3 weeks
Focus Document: Pronouncement by Abba Kovner (Jewish Resistance)		
4.0	I can: Conduct a debate on President Truman's decision to drop the atomic bombs on Japan. 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: Trace the causes and key events related to World War II. Explain the causes, events, a 357.24evestso th9th9th90(p5.3 (h)8.2(ID 43 BDC a)-5.4 (h)5(a)3.3 (us)C DC a)-5.3 (s)1 C (n)8.3 (t)-5.3 (s)1.7 (,)16	

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	I can: 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. 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	I can: 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.	
2.5	No major error or omissions regarding score 2.0 content and partial success at score 3.0 content.	
2.0	I can: Illustrate and annotate a Flow map or timeline of the Cold War from 1945-1990. Create a Bubble map to identify and describe the characteristics of the early Cold War. 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. Create a Tree map or outline to examine the various aid programs of the United States: o Truman Doctrine o Marshall Plan o Berlin Airlift Draw a Double Bubble map or Venn diagram to compare the details of NATO and the Warsaw Pact.	I can recognize or recall specific vocabulary: 38th parallel Ayatollah Khomeini Berlin Airlift brinkmanship Cold Wat containment Cultural Revolution detente Domino Theory Fidel Castro Ho Chi Minh Iron Curtain

Compile a list of proxy wars in Africa, Asia, Latin America, and the Middle East.

- Color-code the list by location

Illustrate and annotate a Flow map or timeline of the of the Chinese Revolution, the Great Leap Forward, and the Cultural Revolution.

Prepare a 4-square graphic organizer for presentation to include causes, key events, important people, and effects on one of the following:

- Civil War in China
- Korean War
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World History Honors (#2109320)

2023- And Beyond (current)

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SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and de including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the worl
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 preserv diffusion of culture.
SS.912.HE.1.1:	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. x 6 W X G H Q W V Z L O O H [S O D L Q Z K \ W K H + R O R F D X V WmL V K L \
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 contribut 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 recognition of Christianity as a legal religion.
SS.912.W.2.3:	Analyzethe extent to which the Byzantine Empire was a continuation of the old Roman Empire and i 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 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 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 g of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Mag
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 Civilizatio
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 Euro
SS.912.W.2.14:	Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism o 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 Sp
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 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.
SS912.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 A 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 beginnir 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 Mal
SS.912.W.3.12:	Identify key figures and significant economic, political, and social characteristics associated with Sor
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 Song
SS.912.W.3.15:	Analyze the legacies of the Olmec, Zapotec, and Chavin on 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, Mocte 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 I (Classical, Byzantine, Islamic, Western European).
SS.912.W.4.3:	Identify the major artistic, literary, and technological contributions of individuals during the Renaissar
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 ea classical and medieval periods.
SS.912.W.4.7:	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus a their impact on later reformers.

SS.912.W.4.8:	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyder the effects of the Reformation on Europe.
SS.912.W.4.9:	Analyze the Roman Catholi Church's response to the Protestant Reformation in the forms of the Cou

SS.912.W.6.4: Describe the 19th and early 20th century social and political reform and reform movements and their effe

	x

	x Communicate mathematical ideas, vocabulary and methods effectively. x Analyze the mathematical thinking of others. x Compare the efficiency of a method to those expressed by others. x Recognize errors and suggest how to correctly solve the task. x Justify results by explaining methods and processes. x Construct possible arguments based on evidence. Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical th self and others: x Establish a culture in which students ask questions of the teacher and their peers, and e

	Clarifications: Teachers who encourage students to use patterns and structure to help understand and mathematical concepts: x Help students recognize the patterns in the world around them and connect these patter mathematical concepts. x Support students to develop generalizations based on the similarities found among probl x Provide opportunities for students to create plans and procedures to solve problems. x ' H Y H O R S V W X G H Q W V ¶ D E L O L W \ W R F R Q V W U X F W U H C more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- 3 H U I R U P L Q Y H V W L J D W L R Q V W R J D W K H U G D W D R U G H W 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 per 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.

	students will use the form of citation dictated by the instructor or the style guide referenced by th 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 wa in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten will ans Z H U T X H V W L R Q V O L N H ³ : K \ L V W K H J L U O V P L O L Q J " ´ on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students buil G X S R Q W K H V H V N L O O V E \ M X V W L I \ L Q J Z H W K L Q N B B B B B B B B E H F D X V H B B B B B B B ´ 7 K H F R O O D E R U D conversations. In grades 3-12, students engage in academic conversations discussing claims and providing their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and su claims and counterclaims with evidence.

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