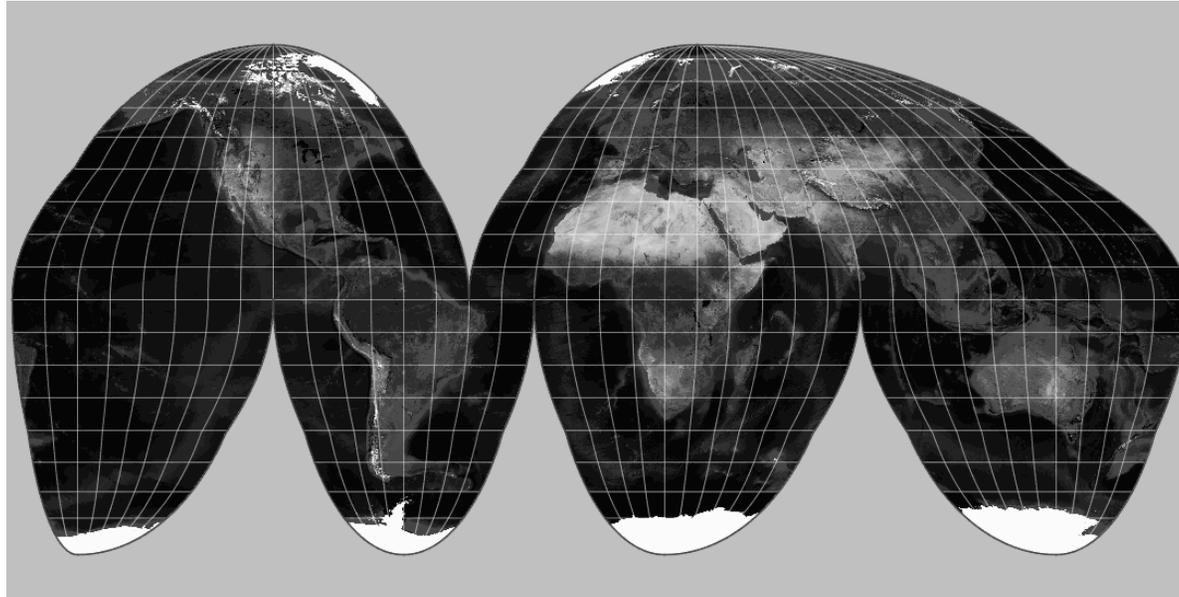# Social Studies
Curriculum Map

Volusia County Schools

World History/World History Honors
2109310/NXB
2109320/NXC

UNDERSTANDING THE CURRICULUM MAPS

Everything begins with the purpose, the Organizing Principle. The OP is like a thesis statement in an essay. It provides the direction for an essay and lets the reader know what the writer is trying to prove. Similarly, an OP provides direction for a unit of study in a classroom. It lets the student know what you as a teacher are trying to prove. All the measurement topics, curriculum standards and vocabulary that you teach should come back to the Organizing Principle in some way.

The Measurement Topic reflects the standards created by the Department of Education and the Curriculum Standards reflect the Standards created by the Department of Education.

The Measurement Topics and the Curriculum Standards have been chunked together to allow for a Resource Page to immediately follow the standards/content. The Resource Page includes textbook alignment, Safari Montage links, websites, Document Based Question (DBQ) lesson plans, teacher hints, assessment and activities aligned to Florida Reading and Writing Literacy Standards. These are only examples of some of the items you can use to teach the unit.

Considering the Next Generation Sunshine State Standards please keep in mind the Department of Education has determined the content that will be delivered to students. Please find in the curriculum maps the pacing expected when delivering the content. Additionally, the Florida Literacy Standards are complementary to the NGSS standards we are expected to teach. The Florida Literacy alignment is found on the Resource Page with example activities.

The maps are designed to help teachers determine areas of coverage and to avoid trying to teach every chapter in a textbook.   Instead the maps are designed around the Organizing Principles and are broken down into Curriculum Standards. Teachers are encouraged to use a variety of resources to teach the content and skills. The textbook should be **_one_** of the resources used.

The mapping teams have done a great job on the maps but something important to know is the curriculum maps are not static documents; they are dynamic and open to revision. If you have questions or suggestions, please contact the Volusia County Social Studies Office.
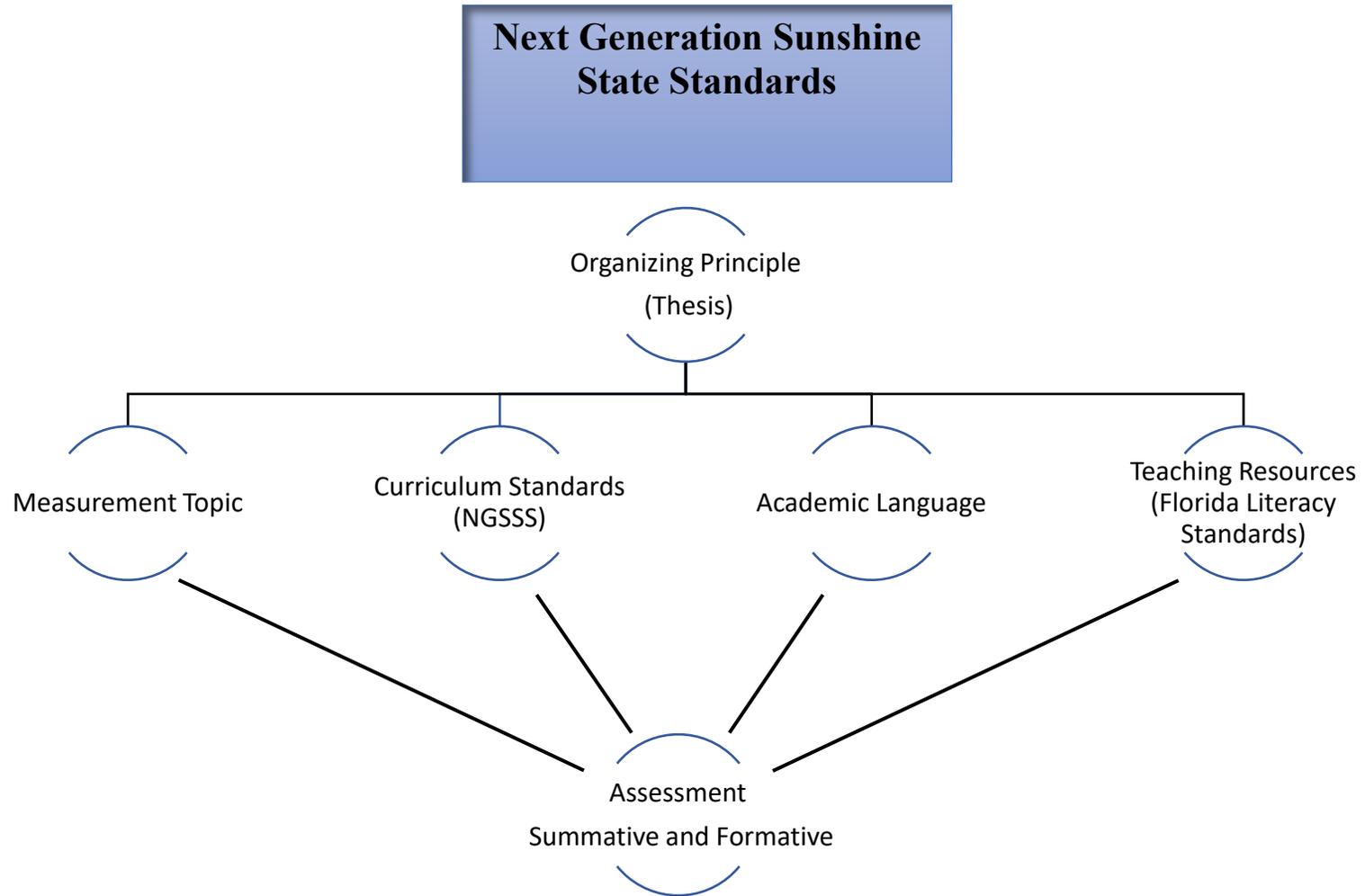
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Volusia County Schools   Volusia County Schools

Social Studies Curriculum Mapping
-TEACHING WITH A PURPOSE IN MIND-

Next Generation Sunshine State Standards

Organizing Principle

(Thesis)

Measurement Topic

Curriculum Standards
(NGSSS)

Academic Language

Teaching Resources
(Florida Literacy
Standards)

Assessment

Summative and Formative

HIGH SCHOOL HONORS COURSE - Teacher and Student Expectations

Advanced coursework is offered in middle school to provide <u>a more rigorous course of study</u> for middle school students and <u>to prepare them for advanced work in high school</u>. After taking Advanced courses, an incoming freshman should be prepared to take and be successful in courses such as AP Human Geography and World History, or Pre-IB Government and Economics. To this end, Advanced Middle School Social Studies teachers are expected to utilize a variety of instructional strategies / activities and students are expected to participate in more rigorous coursework to include the following:

Instruction should be based on content / skills from the Volusia County Schools <u>Curriculum Map</u>. The course curriculum map should serve as the instructional guide, not a textbook or other resource.

Use the unit <u>Organizing Principle</u> as your starting point: have it posted, and review it regularly with your students to provide them with a framework for instruction (remember, it's like a thesis in an essay) and a purpose for learning all the unit content. The same holds true for the <u>Curriculum Standards</u> you are focusing on each day. They should be visible and discussed before and after instruction.

Social Studies <u>Literacy Strategies</u> should be utilized regularly (Cornel Notes or similar note-taking method, SOAPStone or APPARTS analysis tools, and PERSIA or G-SPRITE categorization tools).

Activities should include <u>Document-Based</u> instruction (analytical reading and writing involving individual and collections of primary and secondary sources), methodology affecting the multiple intelligences and utilizing both individual and cooperative learning (e.g. Geography/History Alive lessons and The DBQ Project Lessons).

Students should conduct research projects related to the <u>Social Studies Fair.</u>

<u>Assessment</u> should include both formative assessments and summative assessments. Questions should include **Level 1** items that involve low order, foundational knowledge/skills; **Level 2** items require students to infer or draw conclusions; and **Level 3** questions require more abstract thought, thinking beyond the information at hand.

<u>Writing for Understanding</u> is not only the name of a TCI strategy but is an essential element in the learning process. Students should be engaged in higher order writing on a regular basis, short and extended responses, more in-depth essays, and authentic writing. Students must be able to produce historical writing, that is, they must be able to take a position on a subject (thesis) and defend it with examples (facts) and sound reasoning (logic).

Students should keep a <u>Notebook</u> as they help students organize information (previews, teacher directed activities, and process assignments), they provide cohesion and structure to a unit of study, and they place responsibility for learning on students (e.g. an AVID or Interactive Student Notebook).

Teachers should assign, and students should complete <u>targeted homework</u> - students should be expected to complete homework regularly but homework shouldn't be assigned simply for the sake of giving homework.   Homework can include preview or process activities, vocabulary/concept building, work related to projects, etc.
  - Previews involve activating prior knowledge, preparing students for the next topic of instruction.
  - Process activities relate to content/skills recently where students are involved in metacognition

Important Events Observed by Volusia County Social Studies Courses

September	**American Founders Month** All public and private educational institutions are to recognize and observe this occasion through appropriate programs, meetings, services, or celebrations in which state, county, and local governmental officials are invited to participate. All public schools in the state are encouraged to coordinate, at all grade levels, instruction related to our nation's founding fathers. (H.B. 7069, Section 683.1455)
September 17-23 September Last full week of the month	**Constitution Week** All social studies courses will study one of the most important documents in United States history. Constitution Week commemorates the formation and signing of the U.S. Constitution by thirty-nine brave men on September 17, 1787, recognizing all who, are born in the U.S. or by naturalization, have become citizens. (Teachers will receive further instruction from content area specialist) **Celebrate Freedom Week** Per Florida State Statute
September 15-October 15	**Hispanic Heritage Month** Each year, Americans observe National Hispanic Heritage Month from September 15 to October 15, by celebrating the histories, cultures and contributions of American citizens whose ancestors came from Spain, Mexico, the Caribbean and Central and South America. The observation started in 1968 as Hispanic Heritage Week under President Lyndon Johnson and was expanded by President Ronald Reagan in 1988 to cover a 30-day period starting on September 15 and ending on October 15. It was enacted into law on August 17, 1988, on the approval of Public Law 100-402. The day of September 15 is significant because it is the anniversary of independence for Latin American countries Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. In addition, Mexico and Chile celebrate their independence days on September 16 and September 18, respectively. Also, Columbus Day or Día de la Raza, which is October 12, falls within this 30 day period.
November November 11th	**Native American Heritage Month** What started at the turn of the century as an effort to gain a day of recognition for the significant contributions the first Americans made to the establishment and growth of the U.S., has resulted in a whole month being designated for that purpose. **Veterans Day** - celebrates the service of all U.S. military veterans
February	**Black History Month** February is "Black History Month," a time to commemorate African-Americans who have changed the world. Celebrating Black History began in 1926, when Dr. Carter G. Woodson, a Harvard Ph.D., initiated "Negro History Week." Dr. Woodson, a historian, chose the second week in February because it included the birthdays of Frederick Douglass and Abraham Lincoln. In 1976, the Bicentennial (200th birthday) of the U.S.A., the week-long observance was extended to the entire month of February in order to have enough time for celebratory programs and activities. (Teachers will receive further instruction from content area specialist)

March	Women's History Month
	Women's History Month had its origins as a national celebration in 1981 when Congress passed Pub. L. 97-28 which authorized and requested the President to proclaim the week beginning March 7, 1982 as "Women's History Week." Throughout the next five years, Congress continued to pass joint resolutions designating a week in March as "Women's History Week." In 1987 after being petitioned by the National Women's History Project, Congress passed Pub. L. 100-9 which designated the month of March 1987 as "Women's History Month." Between 1988 and 1994, Congress passed additional resolutions requesting and authorizing the President to proclaim March of each year as Women's History Month. Since 1995, Presidents Clinton, Bush and Obama have issued a series of annual proclamations designating the month of March as "Women's History Month."
March 25th	Medal of Honor Day - Public Law 101-564: Whereas the Medal of Honor is the highest distinction that can be awarded by the president, in the name of the congress, to members of the armed forces who have distinguished themselves conspicuously by gallantry and intrepidity at the risk of their lives above and beyond the call of duty…
May Last Monday	Memorial Day is a day of remembering the men and women who died while serving.

Literacy Standard	Description
Key Ideas and Details	
LAFS.910.RH.1.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LAFS.910.RH.1.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.RH.1.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
Craft and Structure	
LAFS.910.RH.2.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LAFS.910.RH.2.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LAFS.910.RH.2.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
Integration of Knowledge and Ideas	
LAFS.910 2.RH.3.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LAFS.910.RH.3.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LAFS.910.RH.3.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
Range of Reading and Level of Text Complexity	
LAFS.910.RH.4.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
Text Types and Purposes	

LAFS.910.WHST.1.1	Write arguments focused on *discipline-specific content*.
LAFS.910.WHST.1.1A	Introduce precise, knowledgeable claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LAFS.910.WHST.1.1B	Develop claim(s) and counterclaims fairly and thoroughly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LAFS.910.WHST.1.1C	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LAFS.910.WHST.1.1D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.1E	Provide a concluding statement or section that follows from or supports the argument presented.

Production and Distribution of Writing

LAFS.910.WHST.1.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LAFS.910.WHST.1.2A	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.910.WHST.1.2B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LAFS.910.WHST.1.2C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LAFS.910.WHST.1.2D	Use precise language, domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LAFS.910.WHST.1.2E	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
LAFS.910.WHST.1.2F	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.910.WHST.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

LAFS.910.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing and Level of Text Complexity

LAFS.910.WHST.4.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

LAFS.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Make sense of problems and persevere in solving them.

MAFS.K12.MP.1.1	Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

MAFS.K12.MP.3.1	Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Use appropriate tools strategically.

MAFS.K12.MP.5.1	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

MAFS.K12.MP.6.1	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

English Language Learners

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 success in the content area of Social Studies.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. **Remarks/Examples:** Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

	Organizing Principle 1: Utilize historical inquiry skills and analytical processes.	Recommended: These standards should not be taught as a separate unit, rather these skills should be integrated throughout the year as applicable. → Organizing Principle 1 is to be integrated throughout the entire school year
Topics	**Curriculum Standards/Success Criteria**	**Content Vocabulary**
Historical Inquiry Skills and Analytical Processes	Use timelines to establish cause and effect relationships of historical events **[SS.912.W.1.1]** **Some examples of Success Criteria may include:** • Students will analyze a timeline and measure time spans between events in both B.C.E. and C.E.	B. C./B.C.E. and A.D./C.E
	Compare time measurement systems used by different cultures. **[SS.912.W.1.2]** **Some examples of Success Criteria may include:** • Students will identify what years comprise a specific century in the Gregorian calendar. • Students will identify, explain, and compare how different cultures use different time measurement systems. Examples may include, but are not limited to, Chinese, Gregorian, and Islamic calendars, dynastic periods, decades, centuries, and eras.	Chinese, Gregorian, and Islamic calendars, decade, century, era, Roman numerals
	Interpret and evaluate primary and secondary sources. **[SS.912.W.1.3]** **Some examples of Success Criteria may include:** • Students will distinguish between primary and secondary sources. • Students will interpret primary and secondary sources by identifying the context in which the source was written or created, the main idea of the source, the author or creator's point of view, and possible issues of veracity. • Students will compare primary and secondary sources to determine similarities and differences with regard to viewpoints relating to a historical or current event. Examples may include, but are not limited to, artifacts, images, and auditory and written sources.	artifacts, images, auditory, written sources, and validity of open sources (Wikipedia, etc.)

Explain how historians use historical inquiry and other sciences to understand the past. **[SS.912.W.1.4]** **Some examples of Success Criteria may include:** • Students will examine resources from a discipline other than history and determine how they can be used as evidence in a historical argument. Examples may include, but are not limited to, archaeology, economics, geography, forensic chemistry, political science, and physics.	Examples are archaeology, economics, geography, forensic science, political science, physical-science, anthropology, linguistics and effect relationships can be established.
Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). **[SS.912.W.1.5]** **Some examples of Success Criteria may include:** • Students will explain how differing interpretations of history based on both the collection and the interpretation of new evidence contribute to our understanding of the past. • Student will examine an interpretation of a historical event or process and determine the author's intent with regards to political, cultural, or academic goals.	Point of view, bias vs. perspective
Evaluate the role of history in shaping identity and character. **[SS.912.W.1.6]** **Some examples of Success Criteria may include:** • Students will explain and provide examples of how history has shaped various cultures and how that history impacts cultural interactions today. • Students will explain how interpretations of history are used to define various societies. Examples may include, but are not limited to, ethnic, cultural, personal, national, and religious identity and character.	ethnic, cultural, personal, national, religious, economic

Resources	Utilize historical inquiry skills and analytical processes.
Textbook	McGraw Hill Education: *World History and Geography – Florida Edition* – throughout textbook
Safari Montage	Review Safari Montage titles by clicking on Standards and following the prompts to determine which Safari Montage products align with World History Standards.
Websites	• "Eye Witness To History": http://www.eyewitnesstohistory.com/ • Stanford History Education: https://sheg.stanford.edu/world • Crash Course World History: https://www.youtube.com/playlist?list=PLBDA2E52FB1EF80C9 • Lesson Website: www.teacheroz.com/toc • www.timemaps.com
DBQ Binder/History Alive	• DBQs focused on Topic 1 standards
Teacher Hints	• Consider how different interpretations of similar events are shaped by perspective and point of view.
CPALMS Resources	URL: http://www.cpalms.org/Public/search/Resource Instructions: 1. Click the live link above (paste into address bar if live link is not available) 2. Input standard within search field 3. Click Search 4. Click resource attached to standard for further information

	Recommended: Taught in three units
Organizing Principle 2: Recognize significant events, figures, and contributions of medieval civilizations	**Unit 1:** Byzantine Empire: 1-2 weeks **Unit 2:** Western Europe: 2-3 weeks **Unit 3:** Japan: 1 week or taught as a part of Western Europe in Unit 2

Topics	Curriculum Standard(s)/Success Criteria	Content Vocabulary
Unit 1: Byzantine Empire	**The Byzantine Empire** Locate the extent of Byzantine territory at the height of the empire. **[SS.912.W.2.1]** **Some examples of Success Criteria may include:** • Students will identify the boundaries and areas encompassed by the Byzantine Empire at its height in the 6th century. • Students will identify the major trade systems connecting to the Byzantine Empire at its height in the 6th century. • Students will locate the capital of the Byzantine Empire, Constantinople, on a map.	Black Sea, Mediterranean Sea, Constantinople, Bosporus
	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.2.2]** **Some examples of Success Criteria may include:** • Students will explain the reasons for the selection of Constantinople as the capital of the Eastern Roman Empire. • Students will examine the legal and social impact of the Edict of Milan on the Roman Empire.	trade hub, strategic location, religious toleration
	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.2.3]** **Some examples of Success Criteria may include:**	Latin vs. Greek, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe

• Students will describe and compare the political, cultural, social and economic characteristics of the Byzantine Empire and of the Roman Empire at its height in the 2nd century. • Students will explain what precipitated the splitting of the Roman Empire with the establishment of Constantinople as a capital and how that influenced the continuation of Roman culture.	
Identify key figures associated with the Byzantine Empire. **[SS.912.W.2.4]** **Some examples of Success Criteria may include:** • Students will describe the political and cultural influences of key figures associated with the Byzantine Empire.	Justinian the Great, Theodora, Belisarius, Anna Comnena, Cyril and Methodius, Constantine the Great, Procopius, Vladimir the Great
Explain the contributions of the Byzantine Empire. **[SS.912.W.2.5]** **Some examples of Success Criteria may include:** • Students will explain the political, economic, and cultural impacts of the Byzantine Empire on the development of Western Europe. • Students will describe the relationships of the Byzantine Empire with Islamic civilization. • Students will describe the spread of Byzantine political and cultural influences to the Slavic peoples.	Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples. Hagia Sophia
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.2.6]** **Some examples of Success Criteria may include:** • Students will identify Orthodox Christian iconography and describe its religious functions. • Students will examine how the Iconoclast controversy furthered the split between the two Christian churches. • Students will compare the political and religious beliefs and practices of Roman Catholicism and Orthodox Christianity.	Icon, Pictorial representations, opposition between the religious and imperial authorities

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.2.7]** **Some examples of Success Criteria may include:** • Students will analyze the impact of external threats to the Byzantine Empire, including the impact from "barbarians" (e.g., Germanic tribes, Asiatic nomads, Vikings), Persians, and Islamic civilizations. • Students will analyze the impact of the Crusades, particularly the Fourth Crusade, on the decline of the Byzantine Empire.	Fourth Crusade, Rise of Islam, Huns, Mongols
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 Suleiman the Magnificent. **[SS.912.W.2.8]** **Some examples of Success Criteria may include:** • Students will describe and analyze the rise of the Ottoman Turks including their use of gunpowder weaponry. • Students will explain the results of the fall of the city of Constantinople in 1453 to the Ottoman Turks. • Students will describe the political and economic characteristics of the early Ottoman Empire. • Students will describe the interactions of the Ottoman Empire with its Christian and Jewish communities. • Students will analyze the impact of the fall of the Byzantine Empire and the rise of the Ottoman Empire on the rest of Europe.	Gunpowder technologies, Istanbul, Expansion, Janissaries, Balkan Peninsula, Dardanelles, Anatolian Peninsula, Islamic faith, caliph

Resources	Byzantine Empire: events, figures and contributions
Textbook	McGraw Hill Education: **World History and Geography – Florida Edition** Ch. 8 Byzantine Empire and Emerging Europe (NOT Lesson 4)
Safari Montage	Review Safari Montage titles by clicking on Standards and following the prompts to determine which Safari Montage products align with World History Standards.
Websites	• "Eye Witness To History": http://www.eyewitnesstohistory.com/ • "World History for Us All"" http://worldhistoryforusall.sdsu.edu/ • http://thecrashcourse.com/curriculum.html • "Crash Course in World History": YouTube.com – "The Fall of Rome" • "Khan Academy": https://www.khanacademy.org/ • Lesson Website: www.teacheroz.com/toc
DBQ Binder/History Alive	• DBQ Mini-Q: "What is the primary Reason to Study the Byzantines?"
Teacher Hints	• Examine various maps of the changing borders of Byzantium. • Have students write persuasive arguments about the most important reasons for the changing borders. • Compare Byzantine icons, statues, and architecture.
CPALMS Resources	URL: http://www.cpalms.org/Public/search/Resource Instructions: 1. Click the live link above (paste into address bar if live link is not available) 2. Input standard within search field 3. Click Search Click resource attached to standard for further information
Florida Standards Alignment	**Activities**
SS.912.W.2.4 SS.912.W.1.3	➢ PRIMARY SOURCES, TEXTBOOK: The Justinian Code P. 199 ➢ Read an excerpt of Justinian's Code and compare to excerpt of the Twelve Tables ➢ Writing About History: (Ch. 8; pg. 202) Cause and Effects of the Great Schism

	Organizing Principle 2: Recognize significant events, figures, and contributions of medieval civilizations	Recommended: Recommended taught in three units: Unit 1: Byzantine Empire: 1-2 weeks Unit 2: Western Europe: 2-3 weeks Unit 3: Japan: 1 week or taught as a part of Western Europe in Unit 2
Topics	Curriculum Standards/Success Criteria	Content Vocabulary
Unit 2: Western Europe	Analyze the impact of the collapse of the Western Roman Empire on Europe. **[SS.912.W.2.9]** **Some examples of Success Criteria may include:** • Students will analyze the political, economic, social, and cultural impacts of the collapse of the western Roman Empire. • Students will compare aspects of the Roman Empire at its height with western Europe after the collapse of the western Roman Empire.	The rise of Germanic tribes, Huns, fall of Rome, "Dark Ages" vs. Middle Ages
	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.2.10]** **Some examples of Success Criteria may include:** • Students will describe the relationships between lord, vassal, knights, peasants, and religious persons. • Students will describe the various forms of labor involved in feudalism including free peasants, serfs, and slaves. • Students will describe the changing role of the Roman Catholic Church including the role of the Bishop of Rome and the use of missionaries. • Students will describe the emergence of feudalism as a political, social, and economic feature of Western Europe.	Manor system; serfdom, vassal, clergy, tithes, parish, monarchy, fiefdom

- Students will describe how feudalism led to the development of the concept of private property. - Students will analyze external factors that led to the emergence of feudalism in Western Europe including the roles of the Vikings, Magyars, and Muslims.	
Describe the rise and achievements of significant rulers in medieval Europe. **[SS.912.W.2.11]**	Charles Martel, Charlemagne, Otto the Great, William the Conqueror, Norman Conquest, Bayeux Tapestry (as a depiction of the Norman conquest)
Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power. **[SS.912.W.2.12]** **Some examples of Success Criteria may include:** - Students will describe the role monasteries played in the economic and social life of feudal Europe. - Students will identify the role monasteries played in the preservation of the works of ancient Greek and Roman writers.	Saint Benedict, illuminated manuscript, scriptorium, friars, monastery vs abbey
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.2.13]** **Some examples of Success Criteria may include:** - Students will evaluate the role of Christianity as a moral and culturally unifying force in Western civilization. - Students will explain how the cultures of Germanic and Scandinavian peoples influenced the evolution of Western civilization.	Carolingian Empire, Vikings, "Holy Roman Empire"
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.2.14]**	Mongols, Little Ice Age, Avignon Papacy, Antipope, Joan of Arc, Eleanor of Aquitaine, Richard I

Some examples of Success Criteria may include: • Students will describe and analyze the causes of the Black Death pandemic in Western Europe, and its effects on the Roman Catholic Church, social classes, and the European economy. • Students will describe and analyze challenges the Black Death and the Great Schism posed for the Roman Catholic Church in the 14th and 15th centuries including the Church's reaction to those challenges and public perception of the Church. • Students will describe the causes and impact of the Hundred Years War on Western Europe, including how new weapons influenced warfare and the growth of English and French nationalism.	
Determine the factors that contributed to the growth of a modern economy. **[SS.912.W.2.15]**	growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.
Trace the growth and development of national identity in England, France, and Spain. **[SS.912.W.2.16]** **Some examples of Success Criteria may include:** • Students will trace the growth of national identity in England between 1066 and 1453 including the wars with the Welsh and Scots, the blending of Anglo-Saxon and Norman cultures, and the impact of the Hundred Years War. • Students will trace the growth of national identity in France between 987 and 1453 including the role of the Capetian dynasty in establishing a strong centralized government, challenges with the Catholic Church, establishment of the Estates General, and the impact of the Hundred Years War. • Students will trace the growth of national identity in Spain from 1060 to 1492 including the course of the Reconquista and the use of the Inquisition.	
Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe. **[SS.912.W.2.17]**	Geoffrey Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante Alighieri, Code of Chivalry, Romanesque and Gothic architecture, illumination, universities, Scholasticism, Saint Patrick, Saint Augustine

Some examples of Success Criteria may include: • Students will describe the intellectual development of logical thinking in Western Europe during and after the 12th century including the achievements of Thomas Aquinas and Roger Bacon in the fields of scholasticism and natural law philosophy.	
Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures. **[SS.912.W.2.18]** **Some examples of Success Criteria may include:** • Students will describe the development of the English parliamentary system including the Model Parliament of Edward I and its role in taxation and advisement and as a check on royal as well as noble power. • Students will describe the development of English common law and its impact on modern legal processes. • Students will evaluate developments in English politics during the medieval era with regard to their importance to the advancement toward modern democratic institutions and ideals.	Magna Carta, parliament, habeas corpus, common law

Resources	Western Europe: events, figures and contributions
Textbook	McGraw Hill Education: *World History and Geography – Florida Edition* Ch. 8 Lesson 4: The Age of Charlemagne Ch. 10 Medieval Kingdoms in Europe Ch. 12 Crusades and Culture in Middle Ages (exclude Lesson 2 The Crusades – put in Std. 3 Unit 1 Islamic Civilizations)
Safari Montage	Review Safari Montage titles by clicking on Standards and following the prompts to determine which Safari Montage products align with World History Standards.
Websites	• "Eye Witness To History": http://www.eyewitnesstohistory.com/ • "World History for Us All"" http://worldhistoryforusall.sdsu.edu/ • "Crash Course in World History": YouTube.com – "The Dark Ages…How Dark Were They, Really?" • "Crash Course in World History": YouTube.com – "The Vikings" • "Khan Academy": https://www.khanacademy.org/ • "Middle Ages in 3 ½ minutes": https://www.youtube.com/watch?v=6EAMqKUimr8 • Lesson Website: www.teacheroz.com/toc • https://edpuzzle.com/ add to all websites • http://www.whiteplainspublicschools.org/Page/9222 DBQ library • "Bayeux Tapestry": http://www.bayeuxtapestry.org.uk/ • National Geographic - Inside Mecca (Covers most standards)
DBQ Binder/History Alive	"Why did Islam spread so quickly?"
Teacher Hints	• Pyramid Feudal System: Students will build their own feudal society pyramids • Art assessment of scenes from the Bayeux Tapestry. • Use of PERSIAN, G-SPRITE, or similar analysis of society.
CPALMS Resources	URL: http://www.cpalms.org/Public/search/Resource Instructions: 1. Click the live link above (paste into address bar if live link is not available) 2. Input standard within search field 3. Click Search 4. Click resource attached to standard for further information

Florida Standards Alignment	Activities
Reading: 1, 6 (LAFS.910.RH.1.1) (LAFS.910.RH.2.6)	➢ PRIMARY SOURCES, TEXT BOOK: 'The Magna Carta', P243 ➢ DBQ: "The Black Death: How Different Were Christian and Muslim Responses?" ➢ Foldable graphic organizer comparing religious and political hierarchies. ➢ TCI: "Life in the medieval monastery"
Writing: 4, 5 (LAFS.910.WH.2.4) (LAFS.910.WH.2.5)	➢ RAFT Writing Strategy from eyewitness perspective at major medieval events: Great Famine, Magna Carta, Black Death, etc. ➢ Writing About History: (Ch. 10; pg. 246) Growth of Cities

Organizing Principle 2: Recognize significant events, figures, and contributions of medieval civilizations	**Recommended:** Recommended taught in three units: **Unit 1:** Byzantine Empire: 1-2 weeks **Unit 2:** Western Europe: 2-3 weeks **Unit 3:** Japan: 1 week or taught as a part of Western Europe in Unit 2

Topics	Curriculum Standards/Success Criteria	Content Vocabulary
Unit 3: Japan	Describe the impact of Japan's physiography on its economic and political development. **[SS.912.W.2.19]** **Some examples of Success Criteria may include:** • Students will describe the physical features of the Japanese islands and analyze their impact on the agricultural and commercial characteristics of medieval Japanese society. • Students will analyze the impact of Japan's physiography in relation to external threats. • Students will describe how Japan's location as an island nation influenced its development and international interactions.	Islands of: Hokkaido, Honshu, Shikoku, and Kyushu, and Okinawa, archipelago, volcanic activity, Mount Fuji
	Summarize the major cultural, economic, political, and religious developments in medieval Japan. **[SS.912.W.2.20]** **Some examples of Success Criteria may include:** • Students will describe the major economic features of medieval Japan including its merchant class, the pleasure quarters, and internal commerce. • Students will describe and analyze the development of a feudal political system in Japan during its medieval era. • Students will identify the basic tenets of Shintoism, Buddhism, and Confucianism and describe the role of these beliefs in the development of Japanese feudalism.	Pillow Book, Tale of Genji, Shinto (tori gate, kami), and Japanese Zen Buddhism, the development of the shogunate, Tokugawa Shogunate
	Compare Japanese feudalism with Western European feudalism during the Middle Ages. **[SS.912.W.2.21]**	the rise of feudalism, samurai, daimyo, Code of Bushido, Seppuku

Some examples of Success Criteria may include:
- Students will compare the impact of a state religion (Roman Catholicism) in Western Europe and the lack of a state religion in Japan on the political and cultural characteristics of feudalism in both regions.
- Students will compare codes of ethics for the military class in feudal Western Europe and Japan.
- Students will compare the economic differences, including commerce and the merchant class, agriculture, and courtesans, in feudal Western Europe and Japan.
- Students will compare the characteristics of the working classes in feudal Western Europe and Japan.
- Students will compare the role of upper class women in feudal Western Europe and Japan.

Describe Japan's cultural and economic relationship to China and Korea. **[SS.912.W.2.22]**

Some examples of Success Criteria may include:
- Students will describe the cultural influences of Tang and Song China on Japan including the spread of elements of Confucianism, art, architecture, and writing systems.
- Students will describe the economic relationship of Japan and China including the role of silk, silver, tea, rice, and pirates.
- Students will describe the cultural influences of Korea on Japan including art, architecture, the spread of Buddhism, ship building, and ceramics.
- Students will describe the economic relationship of Korea and Japan including phases of Korean and Japanese hegemony.

Resources	Japan: events, figures and contributions
Textbook	McGraw Hill Education: ***World History and Geography – Florida Edition*** Ch. 11 Lesson 3 Early Japan and Korea
Safari Montage	Review Safari Montage titles by clicking on Standards and following the prompts to determine which Safari Montage products align with World History Standards.
Websites	• "Eye Witness To History": http://www.eyewitnesstohistory.com/ • "World History for Us All"" http://worldhistoryforusall.sdsu.edu/ • http://thecrashcourse.com/curriculum.html • "Crash Course in World History": YouTube.com – "Samurai, Diamyo, Matthew Perry and Nationalism" • "Khan Academy": https://www.khanacademy.org/ • Japanese History Lesson Plans: http://www.colorado.edu/cas/tea/curriculum/imaging-japanese-history/medieval/lesson.html • Lesson Website: www.teacheroz.com/toc
DBQ Binder/History Alive	• DBQ Mini-Q: "Samurai and Knights: Were the Similarities Greater than the Differences?"
Teacher Hints	• Foldable/Venn Diagram on Japanese & European Feudalism • Student created higher order questions on Shintoism. • Map activities on Japan
CPALMS Resources	URL: http://www.cpalms.org/Public/search/Resource Instructions: 1. Click the live link above (paste into address bar if live link is not available) 2. Input standard within search field 3. Click Search 4. Click resource attached to standard for further information

Florida Standards Alignment	Activities
SS.912.W.2.20 Reading: 2, 7, 8 (LAFS.910.RH.1.2) (LAFS.910.RH.3.7) (LAFS.910.RH.3.8)	➢ PRIMARY RESOURCES, TEXT BOOK: 'The Tale of Genji' P 273 • "Tale of Genji" critical analysis; http://mercury.lcs.mit.edu/~jnc/prints/genji.html • Primary source analysis of the Pillow Book using Library of Congress Analysis Tool at: http://www.loc.gov/teachers/usingprimarysources/guides.html • Writing Activity: (Ch. 11; pg. 264) Describe How China Influenced Japan and Korea

Organizing Principle 3: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.	**Recommended taught in three units:** **Unit 1:** Islamic Civilization: 1-2 weeks **Unit 2:** Africa: 2-3 weeks **Unit 3:** Meso and South American Civilizations: 1 week or taught as a part of the Age of Exploration in Organizing Principle 4

Topics	Curriculum Standards/Success Criteria	Content Vocabulary
Unit 1: Islamic Civilization	Discuss significant people and beliefs associated with Islam. **[SS.912.W.3.1]** **Some examples of Success Criteria may include:** • Students will describe the basic tenets of Islam, including the belief in Allah; the Five Pillars; the Qur'an; the Hadith; the roles of Mecca, Medina, and Jerusalem; the role of the Jewish prophets; the role of Jesus; belief in Muhammad as the final prophet of Allah; the belief in angels; the Kaaba; mosques; jihad; shar'ia; the role of the Arabic language; the Islamic calendar; and Islamic holy days.	Prophet Muhammad, Allah, Qu'ran, caliphs, imam, Sunnis and Shi'ites, Mecca, Medina, and Jerusalem, the Pillars of Islam, Islamic sharia law
	Compare the major beliefs and principles of Judaism, Christianity, and Islam. **[SS.912.W.3.2]** **Some examples of Success Criteria may include:** • Students will describe the basic tenets of Judaism, including the idea of ethical monotheism, the Tanakh, the Talmud, the Hebrew language, the role of the Jewish prophets, the key holy days, dietary restrictions, the role of rabbis, and the significance of Jerusalem. • Students will describe the basic tenets of Christianity including the roles of Jesus, the apostles, and Paul in the development of Christianity; the Christian Bible; and the elements of Christianity that appealed to people allowing its relatively quick spread throughout the Roman Empire. • Students will describe the basic tenets of Islam including the belief in Allah, the Five Pillars, the Qur'an, the Hadith, the roles of Mecca, Medina, and Jerusalem, belief in Muhammad as the final prophet of Allah, the Kaaba, jihad, shar'ia, and the role of the Arabic language.	Church, synagogue, mosque, Qur'an, Bible, Torah, imam, rabbi, priest, Sharia, Halakhah, Canon Law, monotheism

• Students will describe the historical relationship between Judaism, Christianity, and Islam in terms of their chronological development in building upon each other.	
Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula. **[SS.912.W.3.3]** **Some examples of Success Criteria may include:** • Students will describe the political situation in the Byzantine and Sassanid Persian Empires at the start of the 7th century and how they responded to Islamic expansion. • Students will describe the relationships that existed between Islamic conquerors and conquered peoples including political, economic, cultural, and intellectual exchanges that facilitated Islamic expansion.	Umayyads, Abbasids, Al-Andalus, jizya tax
Describe the expansion of Islam into India and the relationship between Muslims and Hindus. **[SS.912.W.3.4]** **Some examples of Success Criteria may include:** • Students will describe the general political and cultural characteristics of India in the Post-Classical era (up to 1453 C.E.). • Students will describe the caste system of India and its relationship to Hinduism. • Students will describe Arab interactions with Indians prior to Islamic expansion. • Students will describe the development of the Delhi Sultanate from the 13th to 16th centuries and its relationship with the Hindu people. • Students will describe the development of the Mughal Empire in the 16th century, including the Mughal rulers Akbar and Aurangzeb, and its relationship with the Hindu people.	Mughal Empire, Babar, Abu Akbar, Taj Mahal, Urdu, Mughal architecture
Describe the achievements, contributions, and key figures associated with the Islamic Golden Age. **[Ss.912.W.3.5]** **Some examples of Success Criteria may include:**	Ibn Rushd, Avicenna, Averroes, Algebra, Abū Bakr Muhammad ibn Zakariyyā al-Rāzī (Al-Razi), Alhambra, The Thousand and One Nights.

- Students will describe the concept of a society's "Golden Age" and how it may apply to other societies across time. - Students will describe the multicultural characteristics of Baghdad's House of Wisdom and give examples of scientific and cultural achievements associated with it. - Students will describe the contributions of Islamic scholars in advancing mathematics. - Students will identify the distinctive Islamic architecture of the Alhambra. - Students will describe the significance of The Thousand and One Nights as a literary work attributed to Islam but with elements from many cultures including Persia, India, China, and Western Europe.	
Describe key economic, political, and social developments in Islamic history. **[SS.912.W.3.6]** **Some examples of Success Criteria may include**: - Students will describe the Muslim office of caliph and its development into the role of imperial ruler. - Students will describe the migration of Turkish tribes into the Abbasid empire and their eventual political takeover of the empire. - Students will describe the Mamluk takeover of Egypt from the Abbasid Dynasty. - Students will describe the political and cultural developments leading to the Sunni-Shi'a split and describe the consequences of that split. - Students will describe the cultural, economic, and social characteristics of Dar-al-Islam in the Post-Classical era (600 – 1453). - Students will describe the meaning of the term dhimmitude, its origin, and the controversy over its meanings. - Students will discuss the role of women in the Islamic world including the adoption of Persian customs, such as veiling and the harem. Examples may include, but are not limited to, growth of the caliphate, division of Sunni and Shi'a, role of trade, dhimmitude, and Islamic slave trade	growth of the caliphates, division of Sunni and Shi'a, role of Indian Ocean & Trans-Saharan trade, dhimmitude, Islamic slave trade

Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century. **[SS.912.W.3.7]** **Some Examples of Success Criteria may include:** • Students will explain and analyze Western Europe's and the Byzantine Empire's responses to Islamic expansion. Examples may include, but are not limited to, the Crusades and Reconquista.		Crusades, Reconquista, Battle of Tours
	• Identify important figures associated with the Crusades **[SS.912.W.3.8]**	Alexius Comnenus, Pope Urban, Saladin, Richard the Lionheart, Saracens

Resources	Islamic Civilization: Events, figures and contributions
Textbook	McGraw Hill Education: *World History and Geography – Florida Edition* Ch. 9 Islam and the Arab Empire Ch. 12 Lesson 2 The Crusades Ch. 19 The Muslim Empires
Safari Montage	Review Safari Montage titles by clicking on Standards and following the prompts to determine which Safari Montage products align with World History Standards.
Websites	• "Eye Witness To History": http://www.eyewitnesstohistory.com/ • "World History for Us All"" http://worldhistoryforusall.sdsu.edu/ • see Lesson 5.2 "Afroeurasia and the Rise of Islam • http://thecrashcourse.com/curriculum.html • "Crash Course in World History": YouTube.com – "The Crusades"; "Islam, The Quran, and the Five Pillars"; • "Mansa, Musa and Islam in Africa" • "Khan Academy": https://www.khanacademy.org/ • "Mosques of Istanbul": http://www.airpano.ru/files/Mosques-Istanbul-Turkey/2-2 • British Museum: Mughal India: http://www.mughalindia.co.uk/room.html • Lesson Website: www.teacheroz.com/toc
DBQ Binder/History Alive	• History Alive! activity on Islamic Daily Life • DBQ Mini-Q: "Mansa Musa's Hajj – A Personal Journey" • DBQ Mini-Q: "Why did Islam Spread So Quickly?"
Teacher Hints	• PERSIAN or G-SPRITE analysis of Gold-Salt empires • Create comparison belief chart of Judaism, Christianity, and Islam • Venn diagram Sunnis vs Shia • Read and analyze excerpt from "A Thousand and One Nights"
CPALMS Resources	URL: http://www.cpalms.org/Public/search/Resource Instructions: 1. Click the live link above (paste into address bar if live link is not available) 2. Input standard within search field 3. Click Search 4. Click resource attached to standard for further information

Florida Standards Alignment	Activities
Reading: 3, 9 (LAFS.910.RH.1.3) (LAFS.910.RH.3.9) Writing: 1, 7 (LAFS.910.WH.1.1) (LAFS.910.WH.3.7)	• "The Quran" critical analysis http://www.pbs.org/pov/thelightinhereyes/lesson_plan.php • Analyzing Arabic Stereotypes using Disney's "Aladdin" • Foldable comparing Islamic Empires and Byzantine Empire • PRIMARY SOURCES, TEXT BOOK: The Book of One Thousand and One Nights P221 • Writing Activity: (Ch. 12; pg. 288) Crusades Narrative

Organizing Principle 3: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.	**Recommended taught in three units:** **Unit 1:** Islamic Civilization: 1-2 weeks **Unit 2:** Africa: 2-3 weeks **Unit 3:** Meso and South American Civilizations: 1 week or taught as a part of the Age of Exploration in Organizing Principle 4

Topics	Curriculum Standards/Success Criteria	Content Vocabulary
Unit 2: Africa	Trace the growth of major sub-Saharan African kingdoms and empires. **[SS.912.W.3.9]** **Some examples of Success Criteria may include:** • Students will describe the political, economic, cultural, and social characteristics of Sub-Saharan Africa prior to the growth of the major kingdoms and empires. • Students will describe the characteristics of the Trans-Saharan gold-salt trade. • Students will describe the factors leading to the growth of Great Zimbabwe.	Ghana, Mali, Songhai, Timbuktu, gold and salt trade, slavery
	Identify key significant economic, political, and social characteristics of Ghana. **[SS.912.W.3.10]**	salt and gold trade, taxation system, gold monopoly, matrilineal inheritance, griots, ancestral worship, rise of Islam, slavery.
	Identify key figures and significant economic, political, and social characteristics associated with Mali. **[SS.912.W.3.11]**	Sundiata, Mansa Musa, Ibn Battuta, gold mining and salt trade, slavery, Mali social hierarchy
	Identify key figures and significant economic, political, and social characteristics associated with Songhai. **[SS.912.W.3.12]**	Sunni Ali, Askia, gold, salt trade, cowries as a medium of exchange, Sankore University, professional army, provincial political structure.

Compare economic, political, and social developments in East, West, and South Africa. **[SS.912.W.3.13]** **Some examples of Success Criteria may include:** • Students will describe the evolution of the Swahili city-states of East Africa including their relationship with the Indian Ocean trade system and with Great Zimbabwe. • Students will identify key Swahili city-states including Mogadishu, Kilwa, and Sofala. • Students will identify the characteristics of a city-state and compare them to the characteristics of an empire using the Swahili city-states and the West African empires of Ghana, Mali, and Songhai as examples. • Students will compare the role of Islam in West, East, and South Africa and contrast the role of Christianity in East Africa. • Students will compare the economic characteristics of West, East, and South Africa including the importance of the gold trade, slavery, and ivory.	Swahili Coast, Great Zimbabwe, Kilwa, Ethiopia, Indian Ocean trade
Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai. **[SS.912.W.3.14]**	disruption of trade, internal political struggles, Islamic invasions

Resources	Africa: Events, figures and contributions
Textbook	McGraw Hill Education: *World History and Geography – Florida Edition* Ch. 13 Kingdoms and States of Medieval Africa
Safari Montage	Review Safari Montage titles by clicking on Standards and following the prompts to determine which Safari Montage products align with World History Standards.
Websites	• "Eye Witness To History": http://www.eyewitnesstohistory.com/ • "World History for Us All"" http://worldhistoryforusall.sdsu.edu/ • http://thecrashcourse.com/curriculum.html • "Crash Course in World History": YouTube.com – "Mansa Musa" • "Khan Academy": https://www.khanacademy.org/
DBQ Binder/History Alive	• DBQ Project – Mini DBQ: "Mansa Musa's Hajj: A Personal Journal" • Walsh DBQ: "Africa before European arrival"
Teacher Hints	• G-SPRITE analysis of Gold-Salt Empires • Art Analysis on Mali, Ghana, Songhai art
CPALMS Resources	URL: http://www.cpalms.org/Public/search/Resource Instructions: 1. Click the live link above (paste into address bar if live link is not available) 2. Input standard within search field 3. Click Search 4. Click resource attached to standard for further information
Florida Standards Alignment	**Activities**
Reading: 2, 5, 7 (LAFS.910.RH.1.2) (LAFS.910.RH.2.5) (LAFS.910.RH.3.7)	• Literature Reading: "Mirrors, Sandals and a Medicine Bag" http://greenlanternpress.wordpress.com/2009/06/30/mirror-sandals-and-a-medicine-bag/ Students will read, then develop their own Dilemma Table • Create a map to compare the geography of the 3 major African kingdoms.

Writing: 2, 6 (LAFS.910.WH.1.2) (LAFS.910.WH.2.6)	• Read primary sources from Ibn Battuta and have students map and illustrate his travels in Africa. • Skillbuilder: (Ch. 13 – pg. 318) Writing a Report

Organizing Principle 3: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.	**Recommended taught in three units:** **Unit 1:** Islamic Civilization: 1-2 weeks **Unit 2:** Africa: 2-3 weeks **Unit 3:** Meso and South American Civilizations: 1 week or taught as a part of the Age of Exploration in Organizing Principle 4	

Topics	Curriculum Standards/Success Criteria	Standards	Content Vocabulary
Unit 3: Meso and South America	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations. **Some Examples of Success Criteria May Include:** • Students will analyze the legacies of the Olmec on future Mesoamerican civilizations including the growing of maize, urban design, the jaguar motif, planned ceremonial centers, ball games, and the idea of an elite ruling class. • Students will analyze the legacies of the Zapotec on future Mesoamerican civilizations including a hieroglyphic writing system, a solar calendar, and urban planning. • Students will analyze the legacies of the Chavin on future South American civilizations including influences on pottery, textiles, religion, and agriculture.	SS.912.W.3.15	Languages, architecture, technology
	Locate major civilizations of Mesoamerica and Andean South America.	SS.912.W.3.16	Maya, Aztec, Inca.
	Describe the roles of people in the Maya, Inca, and Aztec societies.	SS.912.W.3.17	class structure, family life, warfare, religious beliefs and practices, slavery.

		chinampas, terrace farming, roads, causeways, pyramids, astronomy, literature, trade networks, government, Mayan hieroglyphics, religious beliefs and practices
Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.	SS.912.W.3.18	
Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac **Some Examples of Success Criteria May Include:** • Students will analyze the impact of the Mayan ruler Pacal the Great including the impact of findings about Mayan culture indicated by his burial sarcophagus. • Students will analyze the impact of the reign of Moctezuma I including his role in the Triple Alliance, the extension of the Aztec empire's lands, and the building of the double aqueduct. • Students will analyze the impact of the reign of Huayna Capac including his expansion of Inca Empire lands and the results of his death splitting the empire into two parts.	SS.912.W.3.19	Pre-Columbian, temple, Tenochtitlan, Texcoco, Tlacopan, Pestilence, Drought, Mayan calendar, War Between the Brothers

Resources	Meso and South America: Events, figures and contributions
Textbook	McGraw Hill Education: *World History and Geography – Florida Edition* Ch. 14 Pre-Columbian America
Safari Montage	Review Safari Montage titles by clicking on Standards and following the prompts to determine which Safari Montage products align with World History Standards.
Websites	• "Eye Witness To History": http://www.eyewitnesstohistory.com/ • "World History for Us All"" http://worldhistoryforusall.sdsu.edu/ • http://thecrashcourse.com/curriculum.html • "Crash Course in World History": YouTube.com – "The Spanish Empire, Silver and Runaway Inflation" • "Meso America: Teacher Resources": • http://resourcesforteachingabouttheborder.wordpress.com/ancient-mesoamerica/ • "Khan Academy": https://www.khanacademy.org/
DBQ Binder/History Alive	• DBQ Project: "The Aztecs: What Should History Say" • DBQ Project – Mini DBQ: "The May: What Was Their Most Remarkable Achievement?"
Teacher Hints	• Venn diagram for Aztecs, Maya, Inca
CPALMS Resources	URL: http://www.cpalms.org/Public/search/Resource Instructions: 5. Click the live link above (paste into address bar if live link is not available) 6. Input standard within search field 7. Click Search 8. Click resource attached to standard for further information

Florida Standards Alignment	Activities
Reading: 3, 8, 10 (LAFS.910.RH.1.3) (LAFS.910.RH.1.3) (LAFS.910.RH.4.10) Writing: 6, 8 (LAFS.910.WH.2.6) (LAFS.910.WH.3.8)	• Read/discuss/write: "The Sad Night: The Story of an Aztec Victory and a Spanish Loss" by Sally Schofer Mathews • Write a travel brochure for someone visiting a Mayan, Incan, or Aztec culture. Map your imaginary travels. • Create a foldable about the Americas and the different characteristics of those cultures • Primary Sources: (Ch. 14 – pgs. 338-339) What was the Role of Religion in Aztec Society?

Organizing Principle 4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.	Recommended taught in four units: **Unit 1:** Renaissance: 1 week **Unit 2:** Reformation: 1 week **Unit 3:** Age of Exploration: 1 week or taught with Meso and South American in Organizing Principle 3 **Unit 4:** Scientific Revolution: 1 week, or taught as a part of the Enlightenment in Organizing Principle 5

Topics	Curriculum Standards/Success Criteria	Standards	Content Vocabulary
Unit 1: Renaissance	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice). **Some Examples of Success Criteria May Include:** • Students will analyze the significance of the Pope to Italian city-states and how this played a role in the politics of Rome	SS.912.W.4.1	Banking, Mediterranean trade
	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European). **Some Examples of Success Criteria May Incude:** • Students will identify Humanism, Realism, and Neo-Platoism as concrete themes of the arts during the Renaissance. • Students will acknowledge the direct relationship between mathematics and architecture with reference to the use of the arch and column during the Renaissance. • Students will analyze Christianity, classical literature, and new developments in science and philosophy as influences on Renaissance artists. • Students will analyze the impact of the use of the Italian language in literature during the Renaissance, in contrast to the previous use of Latin or Greek.	SS.912.W.4.2	Gothic architecture, Baroque architecture, St. Peter's Basilica, Humanists, Romance Language

Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.	SS.912.W.4.3	Petrarch, Brunelleschi, Giotto, the Medici Family, Michelangelo, Leonardo da Vinci, Erasmus, Thomas More, Machiavelli, Dante, Shakespeare, Gutenberg, El Greco, Galileo, Artemisia Gentileschi, Van Eyck, sfumato, chiaroscurro, cangiante, perspective, classicism, Raphael, Botticelli, Titian, Donatello, Peter Brueghel, Hieronymus Bosch, Albrecht Durer, Northern Renaissance, Cervantes
Identify characteristics of Renaissance humanism in works of art. **Some Examples of Success Criteria May Include:** • Students will recognize the emphasis on natural or realistic surroundings in humanistic art, such as a forest or building, and less emphasis on heavenly scenes. • Students will identify the use of oil paints and the use of layers and creation of depth. • Students will identify the use of shadow and light aerial perspectives, and a more realistic use of space represented in humanism works of art.	SS.912.W.4.4	Influence of classics (School of Athens), Greco-Roman, Judeo-Christian, comparison of medieval & Renaissance art, realism, Masaccio

Resources	Renaissance: Events, figures and contributions
Textbook	McGraw Hill Education: *World History and Geography – Florida Edition* Ch. 15 The Renaissance in Europe
Safari Montage	Review Safari Montage titles by clicking on Standards and following the prompts to determine which Safari Montage products align with World History Standards.
Websites	• "Eye Witness To History": http://www.eyewitnesstohistory.com/ • "World History for Us All"" http://worldhistoryforusall.sdsu.edu/ • http://thecrashcourse.com/curriculum.html • "Crash Course in World History": YouTube.com – "The Renaissance, Was It A Thing?" • "Renaissance": http://www.learner.org/interactives/renaissance/ • "Khan Academy": https://www.khanacademy.org/ • Renaissance (analysis of School of Athens): https://www.khanacademy.org/humanities/renaissance-reformation/high-ren-florence-rome/high-renaissance1/v/raphael-school-of-athens • 360 degrees Sistine Chapel: http://www.vatican.va/various/cappelle/sistina_vr/index.html • Flying over Florence: http://www.airpano.com/360Degree-VirtualTour.php?3D=Florence-Italy • Lesson Website: www.teacheroz.com/toc • Magellan website: https://www.youtube.com/watch?v=pM-igYjn6E4&index=2&list=PLZDJN5z2VUc2NnVZL5seHpRKOxbeCYrIv • Renaissance Website: http://www.besthistorysites.net/index.php/early-modern-europe/renaissance
DBQ Binder/History Alive	• DBQ Project: "What Was the Most Important Consequence of the Printing Press?" • DBQ Project – Mini DBQ: "How did the Renaissance Change Man's View of Man?"
Teacher Hints	• Art Analysis of Renaissance art by quadrant • Leonardo da Vinci program: http://lgacy.mos.org/leonardo/

CPALMS Resources	URL: http://www.cpalms.org/Public/search/Resource
	Instructions:
	    1. Click the live link above (paste into address bar if live link is not available)
	    2. Input standard within search field
	    3. Click Search
	    4. Click resource attached to standard for further information

Florida Standards Alignment	Activities
Reading: 1, 5, 9 (LAFS.910.RH.1.1) (LAFS.910.RH.2.5) (LAFS.910.RH.3.9) Writing: 2 (LAFS.910.WH.1.2)	• "I am a Renaissance Person!" Webquest: http://questgarden.com/126/80/1/110519161554/index.htm • Primary Sources: (Ch. 15 – pg. 359) A Woman May Need to Have the Heart of a Man • Writing About History: (Ch. 15 – pg. 362) Social and Political Structure in the Italian City-States

	Recommended taught in four units:
Organizing Principle 4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.	**Unit 1:** Renaissance: 1 week **Unit 2:** Reformation: 1 week **Unit 3:** Age of Exploration: 1 week or taught with Meso and South American in Organizing Principle 3 **Unit 4:** Scientific Revolution: 1 week, or taught as a part of the Enlightenment in Organizing Principle 5

Topics	Curriculum Standards/Success Criteria	Standards	Content Vocabulary
Unit 2: Reformation	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers. **Some Examples of Success Criteria May Include:** • Students will identify Wycliffe's notion that rulers who sinned should forfeit their power, as well as his identification of the Pope as the antichrist. • Students will recognize Hus as criticizing the Church for being too powerful in the non-spiritual world. • Students will understand significant statements from Erasmus' On the Freedom of the Will papers, including his frequent references to abuses of the clergy.	SS.912.W.4.7	selling of indulgences, papal authority, ecclesiastic, doctrine, schism, purgatory, scholasticism, Council of Constance
	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.4.8	Catholic and Counter Reformation, political and religious fragmentation, military conflict, 95 Theses, indulgences, Diet of Worms, Protestantism, Thirty Years War, Peace of Westphalia, Papal supremacy, English Reformation

Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation. **Some Examples of Success Criteria May Include:** • Students will examine the creation of the Jesuits as a response to the Protestant Reformation. • Students will identify the building of Baroque style churches as indicative of the Catholic Reformation. • Students will analyze the censorship practiced during the Catholic Reformation as a way to oppress Protestant ideas.	SS.912.W.4.9	Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V, Diet of Worms, Inquisition
Identify the major contributions of individuals associated with the Scientific Revolution.	SS.912.W.4.10 (Standard may be taught with OP 5)	Francis Bacon, Nicolaus Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius, Tycho Brahe
Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution **Some Examples of Success Criteria May Include:** • Students will discuss how the shift from religious to secular in the areas of art, literature, and culture led to the Scientific Revolution. • Students will understand the emphasis on individualism during the Renaissance, leading to people questioning authority and, therefore, seeking their own answers through experimentation. • Students will recognize the Church's suppression of science during the Middle Ages as a leading factor in the development of the Scientific Revolution.	SS.912.W.4.5 (Standard may be taught with OP 5)	Copernicus, the Enlightenment, Galileo, Isaac Newton, scientific method, Ptolemy, Thomas Hobbes, John Locke, naturalists, Francis Bacon, heresy, Index of Prohibited Books

Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods **Some Examples of Success Criteria May Include:** • Students will evaluate how reason and knowledge replaced divine intervention and control as reasoning for one's life/ surroundings. • Students will examine how nature replaced religion as the focus of study in Europe.	SS.912.W.4.6 (Standard may be taught with OP 5)	Heliocentric theory vs. Geocentric theory, empiricism, scientific method, chemistry vs. alchemy

Resources	Reformation and Scientific Revolution: Events, figures and contributions
Textbook	McGraw Hill Education: *World History and Geography – Florida Edition* Ch. 16. The Reformation in Europe Ch. 21 The Enlightenment and Revolutions Lesson 1 The Scientific Revolution
Safari Montage	Review Safari Montage titles by clicking on Standards and following the prompts to determine which Safari Montage products align with World History Standards.

Websites	"Eye Witness To History": http://www.eyewitnesstohistory.com/
	"World History for Us All"" http://worldhistoryforusall.sdsu.edu/
	Review Reformation Lesson 6.7
	    Review Scientific Revolutions Lesson 6.6
	http://thecrashcourse.com/curriculum.html
	"Crash Course in World History": YouTube.com – "Luther and the Protestant Reformation"
	    "Teaching the Scientific Revolution": http://www.clas.ufl.edu/users/ufhatch/pages/03-Sci-Rev/SCI-REV-Teaching/index.htm
	"Khan Academy": https://www.khanacademy.org/
	"Elizabeth I": http://www.elizabethi.org/contents/
	Lesson Website: www.teacheroz.com/toc
	Lesson Website: http://www.calvin.edu/meeter/educational-resources/high-school-lesson-plans.htm
	 Lesson Website: http://www.calvin.edu/meeter/educational-resources/high-school-lesson-plans.htm

DBQ Binder/History Alive	• DBQ Project – Mini DBQ: "Exploration or Reformation: Which Was the More Important Consequence of the Printing Press?" • DBQ Mini-Q: "Exploration and Reformation: Consequences of the Renaissance"
Teacher Hints	• Discuss changes in Catholic domination of Europe. • Flow chart of church reformers • "Using Art to Define the Renaissance" http://www.teachersfirst.com/lessons/art-ren/ • Collaborate with your Science Department to coordinate efforts in teaching about the Scientific Revolution.
CPALMS Resources	URL: http://www.cpalms.org/Public/search/Resource Instructions: 1. Click the live link above (paste into address bar if live link is not available) 2. Input standard within search field 3. Click Search 4. Click resource attached to standard for further information
Florida Standards Alignment	**Activities**
Reading: 2, 6 (LAFS.910.RH.1.2) (LAFS.910.RH.2.6) Writing: 4 (LAFS.910.WH.2.4)	• Primary Source Reading: Martin Luther's "95 Theses" • Primary Source Reading: "Adages" translated by Erasmus: Students will determine the figurative and literal meanings of several adages and determine how they apply to the Renaissance. • Writing About History: (Ch. 16 – pg. 380) Political and Religious Ties • Writing Activity: (Ch. 21 – pg. 481) Descartes's *Discourse on Method*

	Recommended taught in four units:
Organizing Principle 4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.	**Unit 1:** Renaissance: 1 week
	Unit 2: Reformation: 1 week
	Unit 3: Age of Exploration: 1 week or taught with Meso and South American in Organizing Principle 3
	Unit 4: Scientific Revolution: 1 week, or taught as a part of the Enlightenment in Organizing Principle 5

Topics	Curriculum Standards/Success Criteria	Standards	Content Vocabulary
Unit 3: Age of Exploration	Summarize the causes that led to the Age of Exploration and identify major voyages and sponsors. **Some Examples of Success Criteria May Include:** • Students will identify Christopher Columbus, Bartolomeu Dias, Vasco da Gama, and Ferdinand Magellan as having made significant voyages and discoveries during the Age of Exploration.	SS.912.W.4.11	Leif Eriksson, Prince Henry the Navigator, Columbus, Da Gama, Magellan, Ponce De Leon, Zheng He, Balboa, Cartier, Cabot,
	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas. **Some Examples of Success Criteria May Include**: • Students will identify the drastic effect the Columbian Exchange had on the supply and demand of the markets of Europe, Africa, Asia, and the Americas, on occasion resulting in tragedies such as the Irish Potato Famine. • Students will analyze the relationship between the Columbian Exchange and increases in trade, migration, and diseases. • Students will identify trade routes on a map.	SS.912.W.4.12	Spread of diseases, population increase in Europe and Asia, transatlantic slave trade, mercantilism, cash crops

Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas. **Some Examples of Success Criteria May Include:** • Students will compare the differing political systems of Portugal, Spain, the Netherlands, France, and England in the Americas. • Students will analyze the pros and cons of at least two differing economic and political systems.	SS.912.W.4.13	Viceroyalties, colonial governments, plantation economy
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. **Some Examples of Success Criteria May Include:** • Students will identify the various forms of forced labor during this period including serfdom, corvée, indentured labor, and slavery. • Students will examine how forced labor developed and was used in various parts of the world. • Students will identify the various forms of forced labor during this period including serfdom, corvée, indentured labor, and slavery. • Students will examine how forced labor developed and was used in various parts of the world.	SS.912.W.4.14	Encomienda, chattel slavery, indentured servitude

Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas. **Some Examples of Success Criteria May Include:** • Students will analyze the beginnings of slavery for Africans in the Americas as indentured servants. • Students will evaluate the impact of the agricultural economy of the Southern American colonies, the West Indies, and Brazil on the need for slave labor. • Students will analyze racism and prejudices as a direct and ongoing impact of slavery.	SS.912.W.4.15	Middle Passage, triangular trade, sugar plantations

Resources	Age of Exploration: Events, figures and contributions
Textbook	McGraw Hill Education: *World History and Geography – Florida Edition* Ch. 17 The Age of Exploration
Safari Montage	Review Safari Montage titles by clicking on Standards and following the prompts to determine which Safari Montage products align with World History Standards.
Websites	"Eye Witness To History": http://www.eyewitnesstohistory.com/ "World History for Us All"" http://worldhistoryforusall.sdsu.edu/ http://thecrashcourse.com/curriculum.html "Crash Course in World History": YouTube.com – "15th Century Mariners"; "The Columbian Exchange" "Khan Academy": https://www.khanacademy.org/ Lesson Website: www.teacheroz.com/toc Explorers website: http://mrnussbaum.com/explorers/explorerprofiles/ Exploration Video: https://www.flocabulary.com/age-of-exploration/
DBQ Binder/History Alive	• DBQ Project: "What Drove the Sugar Trade?" • DBQ Project – Mini DBQ: "April 27, 1521: Was Magellan Worth Defending?" • DBQ Project – Mini-Q: "Should We Celebrate the Voyages of Zheng He?"
Teacher Hints	• Compare explorations of Zheng He, Columbus, and Magellan • Map explorers routes and claims color coded by kingdom they sailed under • Review lessons at www.slavevoyages.org
CPALMS Resources	URL: http://www.cpalms.org/Public/search/Resource Instructions: 1. Click the live link above (paste into address bar if live link is not available) 2. Input standard within search field 3. Click Search 4. Click resource attached to standard for further information

Florida Standards Alignment	Activities
Reading: 8, 10 (LAFS.910.RH.3.8) (LAFS.910.RH.4.10)	• Primary Sources: (Ch. 17 – pgs. 400-401) The Conquest of Mexico • Create a Columbian Exchange collage or Menu • Develop/present period consistent menus with regards to Columbian Exchange • Primary Source Review: the slave narrative of Venture Smith http://www.pbs.org/wgbh/aia/part2/2h5t.html • Lessons: www.slavevoyages.org
Writing: 5, 7 (LAFS.910.WH.2.5) (LAFS.910.WH.3.7)	• Create "I Am" poems based on Scientific thinkers • Writing About History: (Ch. 17 – pg. 404) Exploration & Scientific Innovations

Organizing Principle 5: Analyze the causes, events, and effects of the Enlightenment and its impact on the American, French and other Revolutions.		Recommended taught in one unit: 2-3 weeks NOTE: Standards 4.5, 4.6, and 4.10 are to be included with OP 5 instruction IF NOT INCLUDED WITH OP 4.	
Topics	**Curriculum Standards/Success Criteria**	**Standards**	**Content Vocabulary**
Enlightenment and Revolutions	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.5.1	Phillip II (Spain), Louis XIV, Edict of Nantes, Absolutism, absolute vs. constitutional monarchy, Charles II, Oliver Cromwell, Cavaliers vs. Roundheads, English Bill of Rights, English Habeas Corpus, divine rights of kings, mercantilism, Louis XIV, Colbert, Richelieu, Edict of Fontainebleau, Peter the Great, Catherine the Great, Frederick the Great, creation of Austria and Prussia, Maria Theresa, tsar, Saint Petersburg, Versailles
	Identify major causes of the Enlightenment.	SS.912.W.5.2	ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism, secularism
	Summarize the major ideas of Enlightenment philosophers.	SS.912.W.5.3	Rousseau, Voltaire, Bacon, Descartes, Spinoza, Hume, Kant, Montesquieu, Hobbes, and Locke, philosophes
	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world. **Some Examples of Success Criteria May Include:** • Students will identify the principals of Deism and recognize it as a product of the Enlightenment. • Students will identify Francois Quesnay and his economic theories against government intervention as significantly influencing Adam Smith's Wealth of Nations. • Students will analyze the influence of Thomas Hobbes and his theory promoting a single-ruler and John Locke and his theories about representative government on future	SS.912.W.5.4	State of Nature, Republicanism, Limited Government, private property, Baron de Montesquieu's idea of separation of powers

government systems, such as that of the United States of America. • Students will analyze the influence the creation of fairer judicial systems and the separation of power had on future government systems, such as that of the United States of America. • Students will analyze the role of Baruch Spinoza in questioning the profound influence of the Bible and religious authority and the role that this questioning played in future religious movements. • Students will evaluate the impact Enlightenment philosophies had on the established political order and how they served as a catalyst for future change.		
Analyze the extent to which the Enlightenment impacted the American and French Revolutions. **Some Examples of Success Criteria May Include:** • Students will recognize several ideas in the Declaration of Independence and the United States Constitution as being borrowed from Locke, Rousseau, and Montesquieu (e.g., separation of powers, representative democracy). • Students will recognize American Enlightenment thinkers, including Benjamin Franklin, Thomas Jefferson, James Madison, and Thomas Paine and their influence on the development of the United States and its government. • Students will compare the French citizens overthrowing the monarchy with the Enlightenment philosophers' questioning and distrust of authority. • Students will recognize the establishment of a representative government in France as being directly influenced by Enlightenment political philosophers.	SS.912.W.5.5	Freedom of speech, separation of powers, laws protect freedom, natural rights, "We the People", Reign of Terror

• Students will analyze the French Reign of Terror in the context of the Enlightenment, noting its contribution to distrust for Enlightenment ideals.		
Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon. **Some Examples of Success Criteria May Include:** • Students will summarize the following as causes of the French Revolution: growing anger over increasing taxes, existence of the three estates, Enlightenment ideals of equality and liberty, inspiration by the American Revolution, and distrust in political and religious leaders. • Students will describe the major events of the French Revolution, including the Tennis Court Oath, the storming of the Bastille, the execution of the royal family, and the establishment of the First French Republic. • Students will explain the international and domestic impacts of the French Revolution, including the French Revolutionary Wars, the Reign of Terror, the rise of Napoleon as an autocratic ruler and the Civil Code of Napoleon. • Students will compare France's Revolutionary period to Napoleon's rule over France, including domestic policies, military campaigns, and legal and economic development.	SS.912.W.5.6	Ancient Regime, Louis XVI, Marie Antoinette, Tennis Court Oath, Storming the Bastille, Declaration of Rights of Man and Citizen, bread riots, three estates, guillotine, Estates General, Versailles, National Assembly, tri-color flag, Sans Culottes, Jacobins, Reign of Terror, Marat, Robespierre, Napoleon, Napoleonic coup d'etat, Napoleonic Code.

Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture. **Some Examples of Success Criteria May Include:** • Students will identify the Latin American independence movements as causing a diminishing Spanish Empire, leaving only Cuba and Puerto Rico under Spanish control by 1825. • Students will evaluate the role of liberalism as a cause of Latin American independence movements. • Students will explain the factors that allowed Latin American independence movements to succeed, including weakened Spanish and Portuguese monarchies. • Students will compare and contrast Latin American and Caribbean independence leaders including Bolivar, de San Martin, and L' Ouverture.	SS.912.W.5.7	Fr. Hildago, Jose Morales, gen de colours, Napoleonic Wars, Peninsular War, creoles

Resources	Enlightenment and Revolutions: Events, figures and contributions
Textbook	McGraw Hill Education: *World History and Geography – Florida Edition* Ch. 18 Conflict and Absolutism in Europe Ch. 21 The Enlightenment and Revolutions: Lesson 2, 3 & 4 Ch. 22 The French Revolution and Napoleon
Safari Montage	Review Safari Montage titles by clicking on Standards and following the prompts to determine which Safari Montage products align with World History Standards.
Websites	"Eye Witness To History": http://www.eyewitnesstohistory.com/ "World History for Us All"" http://worldhistoryforusall.sdsu.edu/ Scientific Revolution Lesson 6.6 http://thecrashcourse.com/curriculum.html "Crash Course in World History": YouTube.com – "The French Revolution"; "Haitian Revolutions"; "American Revolution" "Khan Academy": https://www.khanacademy.org/ Coroner's report Guillotine: http://www.history.com/topics/french-revolution/videos/coroners-report-guillotine Versailles (computer reconstruction) : https://www.youtube.com/watch?v=X235vpOToVU Lesson Website: www.teacheroz.com/toc Enlightenment Lesson Plan: http://tinyurl.com/qd5xntm
DBQ Binder/History Alive	• DBQ Project – Mini DBQ: "The Enlightenment Philosophers: What Was Their Main Idea?" • DBQ Project – Mini DBQ: "The Reign of Terror: Was It Justified?" • DBQ Project – Mini DBQ: "How Should We Remember Toussaint L'overtoure?" • DBQ Project – Mini DBQ: "Latin American Independence: Why Did the Creoles Lead the Fight?"
Teacher Hints	• Make connections between Enlightenment thinkers, Age of Exploration, and Scientific Revolution

CPALMS Resources	URL: http://www.cpalms.org/Public/search/Resource
	Instructions:
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	2. Input standard within search field
	3. Click Search
	4. Click resource attached to standard for further information

Florida Standards Alignment	Activities
Reading: 9, 10 (LAFS.910.RH.3.9) (LAFS.910.RH.4.10) Writing: 8, 9 (LAFS.910.WH.3.8) (LAFS.910.WH.3.9)	• Primary Sources: (Ch. 21 – Pgs. 498-499) Comparing the US Bill of Rights and the English Bill of Rights • Write fictional letters between Enlightenment thinkers and the leaders of the Catholic Church • Create "fakebook" pages for Enlightenment thinkers. • Writing About History: (Ch. 22 – pg. 530) Comparing French, English, and American Revolution OR How did the Enlightenment Effect French Revolution

	Recommended taught in two units: Development of Western and non-Western nationalism should be addressed throughout both units.
Organizing Principle 6: Understand the development of Western and non-Western nationalism, industrialization and imperialism, and the significant processes and consequences of each.	**Unit 1:** Industrialization: 1 week **Unit 2:** Imperialism: 2 weeks

Topics	Curriculum Standards/Success Criteria	Standards	Content Vocabulary
Unit 1: Industrialization	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. **Some Examples of Success Criteria May Include:** • Students will identify the major developments that allowed England to industrialize before other countries, including spinning machines, steam engines, use of coal power, and the seed drill. • Students will identify the following innovations as a result of the Second Industrial Revolution: the airplane, electricity, the automobile, and the light bulb. • Students will trace the spread of industrialization throughout Europe, the United States, and Japan, noting industrial contributions made in these regions.	SS.912.W.6.1	Seed drill, 4-field system, crop-rotation system, steam engine, railroad/canal system, power looms, spinning jenny, water frame, coal mining, water wheel
	Summarize the social and economic effects of the Industrial Revolution	SS.912.W.6.2	urbanization, rise of the middle class, conditions faced by workers, rise of labor unions, child labor, factory system, increased standard of living
	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.	SS.912.W.6.3	Wealth of Nations, Communist Manifesto, Lanark
	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.6.4	Meiji Restoration, abolition of slavery in the British Empire, expansion of women's rights, labor laws.
Topics	Curriculum Standards/Success Criteria	Standards	Content Vocabulary

Unit 2: Imperialism	Summarize the causes, key events, and effects of the unification of Italy and Germany. **Some Examples of Success Criteria May Include:** • Students will summarize the effects of the following key events from Italy's unification: Carbonari Movement, Two Sicilies, Piedmont and 1830s Insurrections, Revolutions of 1848 and 1849, War of 1859, the Third War of Independence (1866), and the Capture of Rome	SS.912.W.6.5	Otto von Bismarck, Garibaldi, Franco-Prussian War, Cavour
	Analyze the causes and effects of imperialism.	SS.912.W.6.6	social impact on indigenous peoples, the Crimean War, development of the Suez Canal, Spheres of Influence, Scramble for Africa, industrialization, colonialism
	Identify major events in China during the 19th and early 20th centuries related to imperialism.	SS.912.W.6.7	Opium Wars, Taiping and Boxer Rebellions, Chinese Revolution of 1911

Resources	Industrialization and Imperialism: Events, figures and contributions
Textbook	McGraw Hill Education: *World History and Geography – Florida Edition* Ch. 23 Industrialization and Nationalism Ch. 24 Mass Society and Democracy Ch. 25 The Reach of Imperialism Ch. 26 Challenged and Transition in East Asia
Safari Montage	Review Safari Montage titles by clicking on Standards and following the prompts to determine which Safari Montage products align with World History Standards.
Websites	"Eye Witness To History": http://www.eyewitnesstohistory.com/ "Victorian Web": http://www.victorianweb.org/ "World History for Us All"" http://worldhistoryforusall.sdsu.edu/ Review Industrial Revolution Lesson 7.1 http://thecrashcourse.com/curriculum.html "Crash Course in World History": YouTube.com – "Railroads"; "Population"; "Coal, Steam and the Industrial Revolution"; "Capitalism and Socialism"; "Imperialism" "World History Teacher's Blog": http://worldhistoryeducatorsblog.blogspot.com/ "Khan Academy": https://www.khanacademy.org/ "The Children Who Built Victorian England:" https://www.youtube.com/playlist?list=PL37A7C0985535C01A Lesson Website: www.teacheroz.com/toc Imperialism website: http://legacy.fordham.edu/halsall/mod/modsbook34.asp
DBQ Binder/History Alive	• DBQ Project: "How Did Colonialism Affect Kenya?" • DBQ Project: "Female Mill Workers in England and Japan: How Similar Were Their Experiences?" • DBQ Project – Mini DBQ: "Female Mill Workers in Japanese Silk Factories: Did the Benefits Outweigh the Costs?" • DBQ Project – Mini DBQ: "What Was the Driving Force Behind European Imperialism in Africa?"
Teacher Hints	• Political cartoons now become important teaching tools as primary sources http://nieonline.com/aaec/cftc.cfm

CPALMS Resources	URL: http://www.cpalms.org/Public/search/Resource
	Instructions:
	1. Click the live link above (paste into address bar if live link is not available)
	2. Input standard within search field
	3. Click Search
	4. Click resource attached to standard for further information
Florida Standards Alignment	**Activities**
Reading: 4, 5, 6 (LAFS.910.RH.2.4) (LAFS.910.RH.2.5) (LAFS.910.RH.2.6)

Writing: 8, 9 (LAFS.910.WH.3.8) (LAFS.910.WH.3.9) | • Using Primary Sources (Study Smart Companion Workbook - Pg. 453) Unification of Germany & Italy
• Rudyard Kipling, "White Man's Burden" and "The Jungle Book" critical analysis.
   • http://betterlesson.com/lesson/16219/imperialism-and-the-white-man-s-burden
• Comparison/Contrast of global maps before and after European imperialism

• Writing About History: (Ch. 25 – pg. 616) Compare and Contract – Indigenous Resistance to Imperialism
• Writing About History: (Ch. 23 – pg. 562) Impact of Industrial Revolution on Economics & Politics |

Topics	Curriculum Standards/Success Criteria	Standards	Content Vocabulary
Organizing Principle 7: Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.	**Recommended taught in two units:** **Unit 1**: Great War and In Between Years, 1919-1939: 2 weeks **Unit 2**: World War II: 2 weeks		
Unit 1: Great War In Between Years, 1919-1939	Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, alliance, and militarism. **Some Examples of Success Criteria May Include:** • Students will examine how strained relations between European alliances led to the inciting incident of World War I. • Students will examine how countries' conflicting motivations led to the outbreak of war.	SS.912.W.7.1	MAIN, assassination of Archduke Franz Ferdinand, ultimatum to Serbia
	Describe the changing nature of warfare during World War I.	SS.912.W.7.2	impact of industrialization, use of total war, trench warfare, chemical warfare, mechanized warfare, destruction of the physical landscape and human life.
	Summarize significant effects of World War I.	SS.912.W.7.3	collapse of the Romanov dynasty, Russian Revolution, creation of the Weimar Republic, dissolution of the German, Russian, Austro-Hungarian and Ottoman empires, Middle Eastern mandates, Armenian Genocide, Balfour Declaration, Treaty of Versailles, beginning of world-wide depression, League of Nations
	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, **Some Examples of Success Criteria May Include:**	SS.912.W.7.4	Rise of the Nazi Party, Rise of Communism, Dawes Plan, reparations, Hawley-Smoot tariff

• Students will examine the factors that led to Germany's economic crisis in the 1920s including hyperinflation and war reparations. • Students will identify the ways in which Germany attempted to fix its failing economy including the role of the Dawes Plan. • Students will examine how the United States' 1929 Stock Market Crash and bank failures affected the global economy including loss of export markets and high unemployment. • Students will explore the economic policies used to combat the crisis.		
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. **Some Examples of Success Criteria May Include:** • Students will examine how authoritarian governments emerged in Europe. • Students will identify and examine the main ideas and policies of key figures such as Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.	SS.912.W.7.5	Authoritarianism, fascism, Nazism, Spanish Civil War, propaganda, Communism
Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories. **Some Examples of Success Criteria May Include:** • Students will determine the methods by which authoritarian governments restricted individual rights. • Students will examine the techniques used by authoritarian governments to elicit mass terror in their countries' people.	SS.912.W.7.6	Schutzstaffel, Gestapo, NKVD, Soviet purges, Gulags, Ghettos

	• Students will determine the ways in which people in the Soviet Union and Nazi Germany were subjugated by their leaders' regimes.		

Resources	The Great War: Events, figures and contributions

Textbook	McGraw Hill Education: *World History and Geography – Florida Edition*
	  Ch. 27 World War I and the Russian Revolution
	  Ch. 28 The West Between The Wars
	  Ch. 29 Nationalism Around the World

Safari Montage	Review Safari Montage titles by clicking on Standards and following the prompts to determine which Safari Montage products align with World History Standards.
Websites	"Eye Witness To History": http://www.eyewitnesstohistory.com/ "Victorian Web": http://www.victorianweb.org/ http://thecrashcourse.com/curriculum.html "Crash Course in World History": YouTube.com – "How World War I Started" "National World War I Museum": http://www.theworldwar.org/s/110/new/index_community.aspx "Khan Academy": https://www.khanacademy.org/ Lesson Website: www.teacheroz.com/toc Great War website: http://www.greatwar.co.uk/research/education/teacher-ww1-resources.htm
DBQ Binder/History Alive	• DBQ Project: "What Were the Underlying Causes of World War I?" • DBQ Project – Mini DBQ: "What Was the Underlying Cause of World War I?" • History Alive! Weapons of World War I
Teacher Hints	• Make connection between transition to modern warfare practices and loss of war as a distinguished and glorified event. • Look up WW I history bombs video on YouTube
CPALMS Resources	URL: http://www.cpalms.org/Public/search/Resource Instructions: 1. Click the live link above (paste into address bar if live link is not available) 2. Input standard within search field 3. Click Search 4. Click resource attached to standard for further information

Florida Standards Alignment	Activities
Reading: 1, 5, 8 (LAFS.910.RH.1.1) (LAFS.910.RH.2.5) (LAFS.910.RH.3.8)	• Using Primary Sources: (Succeeding In World History Companion Book: pg. 546) Treaty of Versailles • Primary Source Review: Franz Ferdinand and Bloody Sunday • Literature Review and analysis: "All Quiet on the Western Front" • Literature Review and Analysis: "Dulce Decorum Est" by Wilfred Own 　　　The War Poetry Website: http://www.warpoetry.co.uk/index.html • Propaganda Analysis of World War I war posters
Writing: 6, 10 (LAFS.910.WH.2.6) (LAFS.910.WH.4.10)	• Primary Sources: (Ch. 27 – pg. 665) An American Soldier Remembers World War I • Writing About History: (Ch. 28 – pg. 692) How to Protect the United States from a Dictator

Organizing Principle 7: Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.		Recommended taught in two units: **Unit 1**: Great War and In Between Years, 1919-1939: 2 weeks **Unit 2:** World War II: 2 weeks	
Topics	**Curriculum Standards/Success Criteria**	**Standards**	**Content Vocabulary**
Unit 2: World War II	Trace the causes and key events related to World War II. **Some Examples of Success Criteria May Include:** • Students will describe the failure of the non-aggression pact between Germany and the Soviet Union. • Students will analyze the impact of the U.S. Neutrality Acts. • Students will examine how Germany's tactic of "blitzkrieg" overwhelmed Belgium, Holland, and France. • Students will examine the United States' path to entering World War II including Pearl Harbor. • Students will explain how the battles of Stalingrad and El Alamein became major turning points in the war. • Students will analyze the United States' decision to use the atomic bomb to end World War II	SS.912.W.7.7	Sudetenland, Treaty of Versailles, appeasement, Rhineland, Anschluss, Munich Conference, Pearl Harbor, Battle of Midway, Normandy Landings, Invasion of Poland
	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. **Some Examples of Success Criteria May Include:** • Students will consider how racism against Jews in Germany gave rise to the Holocaust. • Students will examine the realities of life for Jews in concentration camps. • Students will examine how the Nazi dehumanization of Jews allowed them to commit atrocities.	SS.912.W.7.8	Nuremberg Laws, Kristallnacht, Wannsee Conference, Final Solution, death v. concentration camps, eugenics

	• Students will examine the ways in which Europe's Jewish community was affected by the Holocaust. • Students will consider the long-term impact of the Holocaust on the 20th and 21st centuries.		
	Identify the wartime strategy and post-war plans of the Allied leaders. **Some Examples of Success Criteria May Include:** • Students will examine the ways in which Winston Churchill used strategic bombing to weaken Germany during the war. • Students will examine how Franklin D. Roosevelt used the Lend- Lease Act to provide aid to the Allies before officially entering the war. • Students will explore how Franklin D. Roosevelt used massive government spending to increase war production. • Students will evaluate the impact of the total war concept. • Students will examine the Allies' plans for an amphibious assault on military tactics used by Joseph Stalin to win the Battle of Stalingrad. • Students will identify the items discussed by Roosevelt, Churchill, and Stalin at the Yalta Conference. • Students will analyze the introduction of new tactics for the Pacific theater including island hopping and Kamikaze pilots.	SS.912.W.7.9	Royal Air Force, "Red Baron", Deficit spending, War reparations, territory disputes, plans for the United Nations, Churchill, Roosevelt, Stalin, Yalta Conference, Tehran Conference, Potsdam Conference

Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan. **Some Examples of Success Criteria May Include:** • Students will examine the reasons why the United States used nuclear warfare to end World War II. • Students will analyze the ways in which the people living in Hiroshima and Nagasaki were affected by the bombings. • Students will examine how the United States' population was affected by the bombings. • Students will determine how the President Truman's unprecedented decision to use nuclear warfare would shape foreign relations in the future.	SS.912.W.7.10	Operation Downfall, Trinity Test, unconditional surrender, Kamikaze
Describe the effects of World War II.	SS.912.W.7.11	emergence of the United States and Soviet Union as superpowers, creation of the United Nations

Resources	World War II: Events, figures and contributions
Textbook	McGraw Hill Education: ***World History and Geography – Florida Edition*** Ch. 30 World War II and the Holocaust
Safari Montage	Review Safari Montage titles by clicking on Standards and following the prompts to determine which Safari Montage products align with World History Standards.
Websites	"National WW II Museum": http://www.ddaymuseum.org/ "Eye Witness To History": http://www.eyewitnesstohistory.com/ "Victorian Web": http://www.victorianweb.org/ http://thecrashcourse.com/curriculum.html "Crash Course in World History": YouTube.com – "World War II" "World History for Us All" Landscape Unit 9.3 and 9.5 "Khan Academy": https://www.khanacademy.org/ Lesson Website: www.teacheroz.com/toc World War Two: http://www.nationalww2museum.org/learn/education/for-students/ww2-history/
DBQ Binder/History Alive	• DBQ Project – Mini DBQ: "How Did the Versailles Treaty Help Cause World War II?"
Teacher Hints	• Search for Holocaust lesson trunks • Video from ABC: '45-'85 • Create foldable comparing fascism, communism, and democracy.
CPALMS Resources	URL: http://www.cpalms.org/Public/search/Resource Instructions: 1. Click the live link above (paste into address bar if live link is not available) 2. Input standard within search field 3. Click Search 4. Click resource attached to standard for further information

Florida Standards Alignment	Activities
Reading: 9, 10 (LAFS.910.RH.3.9) (LAFS.910.RH.4.10) Writing: 1,6 (LAFS.910.WH.1.1) (LAFS.910.WH.2.6)	• Literature Review and Analysis: "Night" by Elie Wiesel • Literature Review and Analysis: "Man's Search for Meaning" by Viktor Frankl • Literature Review and Analysis: "The Hangman" by Maurice Ogden Poem: http://edhelper.com/poetry/The_Hangman_by_AMaurice_Ogden.htm • Primary Sources: (Ch. 30 – pgs. 750-751) What Were the Causes of World War II? • Writing Activity: (Ch. 30 – pg. 749) An Advisor to Harry Truman

Organizing Principle 8: Recognize significant events and people from the post World War II and Cold War eras. Organizing Principle 9: Identify major economic, political, social, and technological trends beginning in the 20th century.	Recommended taught in three units: Unit 1: Cold War: 1 week Unit 2: Major Economic and Technological Trends: 1 week Unit 3: Decolonization: 2 weeks

Topics	Curriculum Standards/Success Criteria	Standards	Content Vocabulary
Unit 1: Cold War	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics. **Some Examples of Success Criteria May Include:** - Students will identify the members of the North Atlantic Treaty Organization (NATO). - Students will identify the members of the Warsaw Pact. - Students will identify the political and economic characteristics of both NATO and the members of the Warsaw Pact. - Students will contrast the political and economic goals of NATO and the Warsaw Pact countries.	SS.912.W.8.1	NATO, Warsaw Pact, Nonaligned Movement
	Describe characteristics of the early Cold War.	SS.912.W. 8.2	Truman Doctrine, Marshall Plan, Iron Curtain, Berlin Airlift, containment
	Summarize key developments in post-war China. **Some Examples of Success Criteria May Include:** - Students will describe the significance of the Long March. - Students will determine Mao Zedong's role in a Communist victory over the KMT party. Students will examine the contributions of Sun Yat Sen and Chiang Kai Shek as leaders.	SS.912.W.8.3	Chinese Civil War, Mao Zedong, Great Leap Forward, Cultural Revolution, Chiang Kai Shek, Taiwan

Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East. **Some Examples of Success Criteria May Include:** • Students will explain the key events of the Cuban Missile Crisis including the concepts of "hotspots" and brinksmanship. • Students will examine the key figures and events of the Korean War. • Students will analyze the key events of the Vietnam War and explore the United States' involvement in the war. • Students will examine the development of the "domino theory" and its impact on U.S. foreign policy. • Students will describe the causes and effects of conflicts in Angola, Afghanistan, and Cambodia. • Students will explore Egypt's changing relationship with the Soviet Union during the Cold War.	**SS.912.W.8.4**	Vietnam, Cuban Missile Crisis, Nicaragua, Uganda, Rwanda, "military-industrial complex," mutually-assured destruction, Cuban Revolution, North & South Korea, containment, domino theory, 38th parallel, Ho Chi Minh, draft
Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe. **Some Examples of Success Criteria May Include:** • Students will examine détente as a contributing factor to the fall of communism. • Students will recognize the impact of treaties such as the Strategic Arms Limitations Treaties (SALT). • Students will identify the ways in which USSR leader Mikhail Gorbachev tried to reshape communism. • Students will identify the key events that eventually brought down the Iron Curtain.	SS.912.W.8.5	Richard Nixon, the arms race, Soviet invasion of Afghanistan, growing internal resistance to communism, perestroika and glasnost, United States influence, space race

	• Students will identify the ways in which the United States influenced the decline of communism.	

Resources	Cold War: Events, figures and contributions
Textbook	McGraw Hill Education: *World History and Geography – Florida Edition* Ch. 31 The Cold War Ch. 32 Independence and Nationalism in the Developing World Ch. 33 Life During the Cold War
Safari Montage	Review Safari Montage titles by clicking on Standards and following the prompts to determine which Safari Montage products align with World History Standards.
Websites	"Eye Witness To History": http://www.eyewitnesstohistory.com/ "Victorian Web": http://www.victorianweb.org/ http://thecrashcourse.com/curriculum.html "Crash Course in World History": YouTube.com – "Cold War" "Khan Academy": https://www.khanacademy.org/ Lesson Website: www.teacheroz.com/toc
DBQ Binder/History Alive	• DBQ Project: Mini-Q: "The Soviet Union: What Should Textbooks Emphasize?"
Teacher Hints	• Create foldable with the causes/effects of the arms race.

CPALMS Resources	URL: http://www.cpalms.org/Public/search/Resource
	Instructions:
	    1. Click the live link above (paste into address bar if live link is not available)
	    2. Input standard within search field
	    3. Click Search
	    4. Click resource attached to standard for further information

	SS.912.W.8.1: Unit/Lesson Sequence
	SS.912.W.8.2: Unit/Lesson Sequence
	SS.912.W.8.3: N/A
	SS.912.W.8.4: N/A
	SS.912.W.8.5: N/A

Florida Standards Alignment	Activities
Reading: 3, 7 (LAFS.910.RH.1.3) (LAFS.910.RH.3.7) Writing: 2, 5 (LAFS.910.WH.1.2) (LAFS.910.WH.2.5)	• Literature Review and Analysis: "Butter Battle Book" by Dr. Seuss (about the Berlin Wall and the Arms Race) • Literature Review and Analysis: Excerpts from "A Mountain of Crumbs" by Elena Gorokhova • Using Primary Sources: (Succeeding In World History Companion Book: pg. 678-679) George F. Kennan & Containment

Organizing Principle 8: Recognize significant events and people from the post World War II and Cold War eras. Organizing Principle 9: Identify major economic, political, social, and technological trends beginning in the 20th century.	Recommended taught in three units: Unit 1: Cold War: 1 week Unit 2: Major Economic and Technological Trends: 1 week Unit 3: Decolonization: 2 weeks

Topics	Curriculum Standards/Success Criteria	Standards	Content Vocabulary
Unit 2: Major Economic and Technological Trends	Identify major scientific figures and breakthroughs of the 20th century and assess their impact on contemporary life. **Some Examples of Success Criteria May Include:** • Students will use research to identify the ways in which the development of nuclear warfare has shaped human coexistence. • Students will use research to identify the ways in which the Internet affects business, education, government, and private life. • Students will use research to identify key figures and events in the history of space exploration and consider how space exploration affects contemporary life. • Students will use research to identify the goals of the Human Genome Project and consider how this scientific achievement could be significant for human beings. • Students will evaluate the impact of the Green Revolution on everyday life.	SS.912.W.9.1	Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Jonas Salk, mass vaccination, nuclear energy, microchip, space exploration, Internet, discovery of DNA, Human Genome Project, miniaturization
	Describe the causes and effects of post-World War II economic and demographic changes. **Some Examples of Success Criteria May Include:**	SS.912.W. 9.2	medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in standard of living

	• Students will describe how medical and technological advances have worked to increase life expectancy for human beings. • Students will explain the factors that led to worldwide economic expansion after World War II. • Students will explore how the consumption of natural resources was affected by the economic boom of the post-war period. • Students will recognize the term "baby boomers" and identify the characteristics that define this generation.		
	Assess the social and economic impact of pandemics on a global scale. **Some Examples of Success Criteria May Include:** • Students will compare and contrast the impact of pandemics on developed and developing countries throughout history. • Students will examine the global response to historic pandemics such as the influenza, tuberculosis, and polio. • Students will identify any humanitarian efforts made to eradicate pandemics in the developing and under-developed world. • Students will evaluate the costs associated with pandemics to both economies and societies. • Students will understand nature and role of nongovernment organizations (NGOs) such the World Health Organization, Red Cross, or Red Crescent in responding to pandemics.	SS.912.W.9.5	SARS, Avian Flu, Spanish Flu, HIV/AIDS, Ebola, Zika Virus, Eradication of Smallpox, malaria

Analyze the rise of regional trade blocs such as the European Union and NAFTA. **Some Example of Success Criteria May Include:** • Students will identify the primary purposes and goals of international organizations such as the European Union and NAFTA. • Students will evaluate arguments in favor of and opposed to the establishment of regional trading blocs. • Students will use geographical maps to show how globalization results in cultural diffusion. • Students will predict how an increasing interconnectivity between people across the world will affect future generations, particularly in regards to cultural diffusion, employment, and education.	SS.912.W.9.6	BRIC, World Trade Organization, World Bank

	Recommended taught in three units:
Organizing Principle 8: Recognize significant events and people from the post World War II and Cold War eras. **Organizing Principle 9:** Identify major economic, political, social, and technological trends beginning in the 20th century.	**Unit 1:** Cold War: 1 week **Unit 2:** Major Economic and Technological Trends: 1 week **Unit 3:** Decolonization: 2 weeks

Topics	Curriculum Standards/Success Criteria	Standards	Content Vocabulary
Unit 3: Decolonization	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world. **Some Examples of Success Criteria May Include:** • Students will identify the reasons why both Jews and Arab-Muslims claim the territory known as Palestine including the development of Zionism and the Balfour Declaration in 1917. • Students will explore the rationale behind the United Nations' Partition Plan and how Jews and Arab-Muslims responded. • Students will identify the key events that have shaped the Israeli-Palestinian conflict from 1948 to today including the Suez Crisis of 1956, the 1967 Six-Day War, the 1973 Arab-Israeli War, Camp David Accords, Intifada, Palestinian Liberation Organization (PLO), and the Oslo Accords. • Students will determine the current state of the Israeli-Palestinian conflict.	SS.912.W.8.6	Jerusalem, Gaza Strip, the West Bank, refugees
	Compare post-war independence movements in African, Asian, and Caribbean countries. **Some Examples of Success Criteria May Include:**	SS.912.W.8.7	Sudan, Ghana, Madagascar, Indochina War, Geneva Accords, Algerian War of Independence

- Students will examine the reasons why decolonization became important in the aftermath of World War II. - Students will identify which colonial territories sought independence after World War II. - Students will analyze the characteristics of the independence movements in Africa, Asia, and the Caribbean. - Students will compare the characteristics of the independence movements in Africa, Asia, and the Caribbean.		
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.8.8	Mahatma Gandhi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.
Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America. **Some Examples of Success Criteria May Include:** - Students will identify which countries in Africa have autocratic leaders who have served multiple terms, and they will identify how civil wars in African countries affected democratic reform movements. - Students will consider how insurgencies backed by communists affected democratic reform movements in Latin America and the Caribbean. - Students will consider how Japan responded to the United States' offer of help in demilitarizing and democratizing Japan.	SS.912.W.8.9	BRIC, World Trade Organization, World Bank

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. **Some Examples of Success Criteria May Include:** • Students will examine the characteristics and goals of Islamic fundamentalism. • Students will identify the causes and effects of the Iranian Revolution. • Students will analyze the ways in which religious extremism contributed to the Gulf War.	SS.912.W.8.10	Iranian Revolution, Mujahedeen in Afghanistan, Persian Gulf War, Arab Spring
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. **Some Examples of Success Criteria May Include:** • Students will explore the ethnic tension that led to genocide in Rwanda, the Balkans, and Darfur. • Students will examine how Pol Pot used genocide to further his communist agenda in Cambodia. • Students will identify any actions taken by the United Nations to end genocide in Cambodia, the Balkans, Rwanda, and Darfur. • Students will explore international responses to genocide in Cambodia, the Balkans, Rwanda, and Darfur.	SS.912.W.9.3	prejudice, racism, stereotyping, economic competition, genocide
Describe the causes and effects of twentieth century nationalist conflicts.	SS.912.W.9.4	Cyprus, Kashmir, Tibet, Northern Ireland

Some Examples of Success Criteria May Include: • Students will analyze the appeal of nationalism during the Great Depression and its impact on the rise of strong nationalist groups in Spain, Germany, Italy, Japan, and China during the early and mid-twentieth century. • Students will evaluate the role of nuclear proliferation in contributing to nationalist conflicts.		
Describe the impact of and global response to international terrorism. **Some Examples of Success Criteria May Include:** • Students will explore global response to incidents such as Hamas terrorism against Jews in Israel, the 1995 sarin gas attack in Japan, the 2007 car bombings in Iraq, and the 1993 bombing of the World Trade Center. • Students will consider how the United States' response to the terrorist attacks on 9/11 affected other countries. • Students will identify examples of artwork, literature, and film produced in response to acts of international terrorism.	SS.912.W.9.7	Al Qaida, ISIS/ISIL, war on Terror, 9/11, Hamas, Somalia, Boko Hara, Patriot Act, Department of Homeland Security

Resources	Tech Trends and Decolonization: Events, figures and contributions
Textbook	McGraw Hill Education: *World History and Geography – Florida Edition* Ch. 34 A New Era Begins Ch. 35 Contemporary Global Issues
Safari Montage	Review Safari Montage titles by clicking on Standards and following the prompts to determine which Safari Montage products align with World History Standards.
Websites	"Eye Witness To History": http://www.eyewitnesstohistory.com/ "Victorian Web": http://www.victorianweb.org/ http://thecrashcourse.com/curriculum.html "Crash Course in World History": YouTube.com – "The Colonization and Nationalism Triumphant" "Khan Academy": https://www.khanacademy.org/ Lesson Website: www.teacheroz.com/toc
DBQ Binder/History Alive	• DBQ Project – Mini DBQ: "China's One Child Policy: Was It a Good Idea?" • DBQ Project – Mini DBQ: "Should the United States Drill for Oil in Alaska's Wilderness?" • DBQ – Human Rights:
Teacher Hints	• Use "Taking Sides: World Politics" to engage students in debate. • Globalization Unit: http://www.globalization101.org/uploads/File/NewportHighUnit.pdf • Globalization lesson: Students will list 10-15 products in their home and where they were made.

CPALMS Resources	URL: http://www.cpalms.org/Public/search/Resource
	Instructions:
	   1. Click the live link above (paste into address bar if live link is not available)
	   1. Input standard within search field
	   2. Click Search
	   3. Click resource attached to standard for further information

Florida Standards Alignment	**Activities**
Reading: 2, 10 (LAFS.910.RH.1.2) (LAFS.910.RH.4.10)	• Analyze/Interpret primary source documents: George W. Bush – Speech to US Congress on the 9/11 attacks (2001); Barack Obama – "Remarks by the President in the State of the Union Address"

Writing: 4, 6, 10 (LAFS.910.WH.2.4) (LAFS.910.WH.2.6) (LAFS.910.WH.4.10)	(02/12/2013); Thomas Friedman and Robert Kaplan – "Is Globalization likely to Create a Better World"; Vandana Shiva, "Stolen Harvest" (2000) • Chart the food production and consumption in select countries between 1970-present. • Analyze/interpret excerpt from Khaled Hosseini's, "Kite Runner" • Writing About History: (Ch. 886 - pg. 886) Cultural Imperialism