



WHP AND FLORIDA'S NEXT GENERATION SUNSHINE STATE STANDARDS FOR SOCIAL STUDIES



Table of Contents

Florida WHP Executive Summary	3
WHP and Florida's Next Generation Sunshine State Standards for Social Studies	3
Conclusion	4
Florida Standards WHP Objectives Crosswalk	5

Florida WHP Executive Summary

The World History Project (WHP) curriculum provides an opportunity for Florida's high school students to develop a well-grounded foundation for deep understanding of world history through WHP's readings, videos, and activities. WHP aligns with the vast majority of the Florida Next Generation Sunshine State Standards for World History. Accordingly, teachers are encouraged to revise or include additional materials at any point in the WHP course in order to focus on, or dig more deeply into, specific topics or periods such as the importance of Christian monasteries and convents in Medieval Europe, the Great Schism of 1378, and historical contributions of specific individuals. WHP includes three chronological courses: Origins to the Present, 1200 to the Present, and 1750 to the Present. Florida's world history course begins with medieval civilizations; therefore, the 1200 course is recommended. However, there are a multitude of assets that can be used in the Origins and 1750 courses to fulfill specific standards. The accompanying crosswalk provides examples of aligned materials from these courses.

WHP and Florida's Next Generation Sunshine State Standards for Social Studies

While completing the WHP curriculum, students will learn historical content through various frames and will develop and apply their inquiry skills. These aspects of WHP are aligned to the Next Generation Sunshine State Standards such as "**SS.912.W.9.4** Describe the causes and effects of twentieth century nationalist conflicts" and "**SS.912.W.5.4** Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world." WHP includes multiple opportunities for students to engage in inquiry-based learning: reading, writing, claim testing, causation, comparison, contextualization, continuity and change over time, and sourcing. As mentioned above, the WHP course focuses on the frames, or "big pictures" of history, which include the following:

1. Networks: How have our networks of interaction changed over our long history?
2. Production and Distribution: How have our systems of production and distribution of goods and services changed over our long history?
3. Communities: How have our communities changed over our long history?

As students study these frames, they navigate various historical events through smaller scales of time and develop historical knowledge. These historical events include the rise and spread of civilization, imperialism, and global wars, which are all aligned to Florida's content expectations for world history. Additional information on the frames and scales can be found in the WHP Course Guide.

In Florida's world history course, there is an emphasis on medieval civilizations to the present day. Specifically, Florida's standards document states that their high school students should "Recognize significant events, figures, and contributions of medieval civilizations" in Standard 2. According to Standard 9, students should "Identify major economic, political, social, and technological trends beginning in the 20th century." These course expectations are found throughout the WHP Course. For example, in the 1200 course, students study the rise of totalitarian rulers between World

War I and World War II. The content in this unit aligns to several of Florida's standards, including "SS.912.W.7.6 Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories."

The Next Generation Sunshine State Standards begin with the use of historical inquiry skills and analytical processes, for which WHP is particularly applicable. This standard requires students to interpret and evaluate primary and secondary sources and compare multiple interpretations or schools of thought. These skills are foundational to the WHP curriculum; historical reasoning is central in every unit of the 1200 course. WHP contains multiple instances of this kind of alignment and is thus an excellent fit for meeting Florida's high school world history course expectations.

Conclusion

WHP provides an engaging and coherent curriculum that enables Florida's students to meet a majority of its state standards and develop ways of thinking, reading, and writing. WHP will reinforce the inquiry skills and the content and knowledge that is expected from Florida's high school world history course.

Florida Standards WHP Objectives Crosswalk
Standards

Florida Next Generation Sunshine State Standards: World History	World History Project course objectives (CO) and learning objectives (1200 Course = U#-#, Origins Course =E#-#) that support Florida Next Generation Sunshine State Standards	Relevant WHP Lessons, Activities, and Resources that Support Florida Skills and Standards
Standard 1: Utilize historical inquiry skills and analytical processes.		
SS.912.W.1.1 Use timelines to establish cause and effect relationships of historical events.	CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative.	U2: Contextualization - Mansa Musa. U3: Contextualization - Mongol and Comanche Empires. U5: Contextualization - Child Labor. U6: Contextualization - Opium Wars. U7: Contextualization - The Great Depression. U8: Who is "Winning" the Cold War?
SS.912.W.1.2 Compare time measurement systems used by different cultures.	CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative.	U2: "The Americas 1200-1450". Origins E3: "China - Shang Dynasty"; "Islam"; "Mesoamerica".
SS.912.W.1.3 Interpret and evaluate primary and secondary sources.	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	U2: Sourcing - Introduction; U3: Sourcing - Spanish Conquest of the Aztec Empire. U5: Sourcing - Why Was Slavery Abolished? U6: Sourcing - Differing Perspectives on Imperialism; Gentlemen of the Jungle. U8: Sourcing - Who Started the Cold War?; Cold War Crisis. 1750 U1: Primary Sources: Europe and China in 1750; Primary Sources: The World In 1750. U2: Sourcing – The Inoculation Debate 1750. U3: Industrial Revolution Primary Sources. U7: Primary Sources of Internationalism. Note: The Three Close Reads strategy can also be applied to any of the course readings. Numerous secondary sources are available in each unit.
SS.912.W.1.4 Explain how historians use historical inquiry and other sciences to understand the past.	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	U1: Unit 1 Problem Notebook; <i>Unit 1 Overview Video</i> ; "Unit 1 Overview: History Stories". U2: Sourcing - Introduction; Claim Testing - Authority; Primary Sources: Mongol Collection. U3: Sourcing - Spanish Conquest of the Aztec Empire. U5: Sourcing - Why Was Slavery Abolished? U6: Sourcing - Differing Perspectives on Imperialism; Gentlemen of the Jungle. U8: Sourcing - Who Started the Cold War?; Cold War Crisis. 1750 U1: Primary Sources: Europe and China in 1750; Primary Sources: The World In 1750. U2: Sourcing – The Inoculation Debate 1750. U3: Industrial Revolution Primary Sources. U7: Primary Sources of Internationalism
SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).	CO1: Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. CO3: Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history. CO5: Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	U1: Claim Testing - Introduction. U2: Claim Testing - Authority. U3: Sourcing - Spanish Conquest of the Aztec Empire; Claim Testing - Evidence. U5: Sourcing - Why Was Slavery Abolished? Claim Testing - Social Class and Gender. U6: Sourcing - Differing Perspectives on Imperialism; Gentlemen of the Jungle; Claim Testing - Imperialism. U7: Claim Testing - Global Conflict. U8: Sourcing - Who Started the Cold War?; Cold War Crisis. U9: Claim Testing - Globalization. 1750 U2: Sourcing – The Inoculation Debate 1750.
SS.912.W.1.6 Evaluate the role of history in shaping identity and character.	CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.	U1: <i>What Makes History Usable</i> ; "Unit 1 Overview: History Stories". U4: Responsibility and Compassion.
Standard 2: Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).		
SS.912.W.2.1 Locate the extent of Byzantine territory at the height of the empire	CO4: Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.	U2: Geography - Unit 2 Mapping Part 1; 1200 Political Map. Origins E4: "Christendom"
SS.912.W.2.10 Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.	U2-1: Analyze the different ways humans formed communities in Afro-Eurasia, the Americas, and the Pacific. U2-1.2: Assess the role of religion in the administration of states and thickening of networks in Afro Eurasia.	U2: "Communities in Afro-Eurasia"; "State and Religion in Afro-Eurasia". Origins E4: "Christendom"; "The Dark Ages Debate"; "Was There Ever a 'Dark Age'?". AP U1: "Europe 1200-1450"

SS.912.W.2.11 Describe the rise and achievements of significant rulers in medieval Europe.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	U2: "Communities in Afro-Eurasia"; "State and Religion in Afro-Eurasia". Origins E4: "Christendom". AP U1: "Europe 1200-1450"
SS.912.W.2.12 Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power		
SS.912.W.2.13 Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	Origins E3: "Judaism"; "Christianity"; <i>Christianity from Judaism to Constantine</i> : CCWH; <i>The Persians and the Greeks</i> ; "The Roman Empire"; <i>The Roman Empire. Or Republic. Or Which Was It?</i> CCWH; "Authority and Control in Ancient Empire"; "Sourcing - The Deeds of Divine Augustus"; "The Macedonian Empire"; "The Ptolemaic Dynasty". E4: "The Dark Ages Debate." E5: "Magna Carta, the Glorious Revolution, and American Democracy"
SS.912.W.2.14 Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.	U2-3: Assess the causes and effects of the expansion and contraction of networks during this era. U2-4.3: Analyze the causes of the Black Death and how this pandemic affected networks and communities in Afro-Eurasia.	U2: Contagion!; "Trade Networks and the Black Death"; "Reactions to the Black Death"; Causation - The Black Death; <i>Disease!</i> CCWH; Geography - Unit 2 Mapping Part 2. E5: <i>Era 5 Overview Video</i> . AP U1: "Europe 1200-1450"
SS.912.W.2.15 Determine the factors that contributed to the growth of a modern economy.	CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. U3-3.1: Understand the emergence of new economic systems and their impact on communities and networks.	U3: Our Interconnected World, Comparison - Economic Systems; "Overview of New Economic Systems"; <i>The Spanish Empire, Silver, and Runaway Inflation</i> : CCWH ; <i>Capitalism and the Dutch East India Company</i> : CCWH .
SS.912.W.2.16 Trace the growth and development of a national identity in the countries of England, France, and Spain.	CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	U3: "Survey of Transoceanic Empires". U4: "The Atlantic Revolutions"; <i>The French Revolution</i> : CCWH ; "Origins and Impacts of Nationalism"; "The World Revolution of 1848". 1750 U2: "Magna Carta, the Glorious Revolution, and American Democracy"
SS.912.W.2.17 Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.	CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. E4-6: Critique the narrative of the "Dark Ages" by analyzing and using evidence from multiple sources to support historical thinking.	Origins E4: "Christendom"; "The Dark Ages Debate"; "Was There Ever a 'Dark Age'?" AP U1: "Europe 1200-1450"
SS.912.W.2.18 Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.	CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	1750 U2: "Magna Carta, the Glorious Revolution, and American Democracy"
SS.912.W.2.19 Describe the impact of Japan's physiography on its economic and political development.	CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	U2: Geography - Unit 2 Mapping Part 1; 1200 Political Map; "Communities in Afro-Eurasia". Origins E4: <i>Shoguns, Samurai, and the Japanese Middle Ages</i> . AP U1: "East Asia - 1220 to 1450"
SS.912.W.2.2 Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.	CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	Origins E3: <i>Christianity from Judaism to Constantine</i> : CCWH ; "Christianity"
SS.912.W.2.20 Summarize the major cultural, economic, political, and religious developments in medieval Japan.	CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	U2: "Communities in Afro-Eurasia". Origins E4: <i>Shoguns, Samurai, and the Japanese Middle Ages</i> . AP U1: "East Asia - 1220 to 1450"
SS.912.W.2.21 Compare Japanese feudalism with Western European feudalism during the Middle Ages.	U2-1: Analyze the different ways humans formed communities in Afro-Eurasia, the Americas, and the Pacific. CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative.	Comparison Tool; U2: "Communities in Afro-Eurasia". Origins E4: <i>Shoguns, Samurai, and the Japanese Middle Ages</i> ; "Was There Ever a 'Dark Age'?"
SS.912.W.2.22 Describe Japan's cultural and economic relationship to China and Korea.	U2-2: Investigate regional networks of exchange that connected societies and how communities were impacted by these connections.	U2: "Communities in Afro-Eurasia". AP U1: "East Asia - 1220 to 1450"
SS.912.W.2.3 Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.	U2-1: Analyze the different ways humans formed communities in Afro-Eurasia, the Americas, and the Pacific. CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative.	CCOT Tool; U2: "Communities in Afro-Eurasia". Origins E4: "Era 4 Overview - Collapse and Restructuring"; Era 4 Overview Video; "The Fall of Rome"; "Christendom"; "The Dark Ages Debate"; "Was There Ever a 'Dark Age'?"

SS.912.W.2.4 Identify key figures associated with the Byzantine Empire.	CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	U2: "State and Religion in Afro-Eurasia". Origins E4: "Christendom"
SS.912.W.2.5 Explain the contributions of the Byzantine Empire.	CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	U2: "State and Religion in Afro-Eurasia". Origins E4: "Christendom"; "The Caliphate"
SS.912.W.2.6 Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.	CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative.	U2: "State and Religion in Afro-Eurasia". Origins E4: "Christendom"
SS.912.W.2.7 Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.	CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative.	U2: "State and Religion in Afro-Eurasia". Origins E4: "Christendom"; "The Caliphate"; <i>Impact of the Crusades</i>
SS.912.W.2.8 Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent	U3-2.1: Examine early modern empires to understand how these communities were structured and how they interacted with others through networks of exchange.	U3: "A Sublime Empire - Ottoman Rule on Land and Sea"; <i>Venice and the Ottoman Empire: CCWH</i> . Origins E5: <i>Ottoman, Safavid, and Mughal Empires</i> video; Origins E6: "Ottoman Empire"; 1750 U1: Empire Building
SS.912.W.2.9 Analyze the impact of the collapse of the Western Roman Empire on Europe	U2-1: Analyze the different ways humans formed communities in Afro-Eurasia, the Americas, and the Pacific. U2-3: Assess the causes and effects of the expansion and contraction of networks during this era.	U2: "Communities in Afro-Eurasia". Origins E4: <i>Era 4 Overview Video</i> ; "Era 4 Overview: Collapse and Restructuring"; "Empires Fall"; "The Fall of Rome"; "The 'Dark Ages' Debate"; "Was There Ever a 'Dark Age'?" ; "Christendom"
Standard 3: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.		
SS.912.W.3.1 Discuss significant people and beliefs associated with Islam.	CO2: Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives. U2-2: Investigate regional networks of exchange that connected societies and how communities were impacted by these connections.	U2: The Emergence of Islam; "State and Religion in Afro-Eurasia"; Rashid al-Din (Graphic Biography); Rumi (Graphic Biography); Contextualization - Mansa Musa; "States and Empires of West Africa"; <i>Mansa Musa and Islam in Africa: CCWH</i> . Origins E3: <i>Islam, the Quran, and the Five Pillars All Without a Flamewar: CCWH</i> ; "Islam". Origins E4: "The Caliphate"; "Networks and Exchange in the Islamic World"; Claim Testing - The Muslim World;
SS.912.W.3.10 Identify key significant economic, political, and social characteristics of Ghana.	U2-1: Analyze the different ways humans formed communities in Afro-Eurasia, the Americas, and the Pacific. U2-2: Investigate regional networks of exchange that connected societies and how communities were impacted by these connections.	U2: "Communities in Afro-Eurasia". Origins E3: "Ghana". E4: "States and Empires of West Africa"
SS.912.W.3.11 Identify key figures and significant economic, political, and social characteristics associated with Mali.	U2-1: Analyze the different ways humans formed communities in Afro-Eurasia, the Americas, and the Pacific. U2-2: Investigate regional networks of exchange that connected societies and how communities were impacted by these connections.	U2: "Communities in Afro-Eurasia"; "Trans-Saharan Routes"; Contextualization - Mansa Musa; <i>Mansa Musa and Islam in Africa: CCWH</i> . Origins E4: "States and Empires of West Africa"
SS.912.W.3.12 Identify key figures and significant economic, political, and social characteristics associated with Songhai.	U2-1: Analyze the different ways humans formed communities in Afro-Eurasia, the Americas, and the Pacific. U2-2: Investigate regional networks of exchange that connected societies and how communities were impacted by these connections.	U2: "Trans-Saharan Routes"
SS.912.W.3.13 Compare economic, political, and social developments in East, West, and South Africa.	U2-1: Analyze the different ways humans formed communities in Afro-Eurasia, the Americas, and the Pacific. U2-2: Investigate regional networks of exchange that connected societies and how communities were impacted by these connections.	U2: "Communities in Afro-Eurasia"; "Trans-Saharan Routes"; Contextualization - Mansa Musa; <i>Mansa Musa and Islam in Africa: CCWH</i> ; "Archipelago of Trade". Origins E3: "Ghana". E4: "States and Empires of West Africa". AP U1: "Africa 1200-1450"
SS.912.W.3.14 Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.	CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative. U2-2: Investigate regional networks of exchange that connected societies and how communities were impacted by these connections.	U2: "Communities in Afro-Eurasia"; <i>Mansa Musa and Islam in Africa: CCWH</i> . Origins E3: "Ghana". E4: "States and Empires of West Africa".
SS.912.W.3.15 Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	Origins E3: "Olmec and Chavin de Huanter"; "Teotihuacan and Classic Mesoamerica"; "Mesoamerica"; "Pre-contact Americas"

SS.912.W.3.16 Locate major civilizations of Mesoamerica and Andean South America.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	U2: Geography - Unit 2 Mapping Part 1. Origins E3: Geography - Unit 3 Mapping Part 1; Geography - Unit 3 Mapping Part 2
SS.912.W.3.17 Describe the roles of people in the Maya, Inca, and Aztec societies.	CO3: Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies to gain a deeper understanding of human history. U2-1: Analyze the different ways humans formed communities in Afro-Eurasia, the Americas, and the Pacific.	U2: "The Americas 1200-1450"; Macuilxichitl (Graphic Biography); "New World Networks 1200-1490s"; <i>Pre-Colonial Caribbean; Inca Empire; Aztec Empire</i> . Origins E3: "Pre-contact Americas". E4: "Cycles of Collapse in Mesoamerica"; "Long-distance Trade in the Americas"; The Xalla Sculpture of Teotihuacan (Graphic Biography). 1750 U9: <i>Water and Classical Civilizations: CCWH</i> .
SS.912.W.3.18 Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.	U2-1: Analyze the different ways humans formed communities in Afro-Eurasia, the Americas, and the Pacific. U2-2: Investigate regional networks of exchange that connected societies and how communities were impacted by these connections.	U2: "The Americas 1200-1450"; Macuilxichitl (Graphic Biography); "New World Networks 1200-1490s"; <i>Pre-Colonial Caribbean; Inca Empire; Aztec Empire</i> . Origins E3: "Pre-contact Americas". E4: "Cycles of Collapse in Mesoamerica"; "Long-distance Trade in the Americas"; The Xalla Sculpture of Teotihuacan (Graphic Biography). 1750 U9: <i>Water and Classical Civilizations: CCWH</i> .
SS.912.W.3.19 Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.		
SS.912.W.3.2 Compare the major beliefs and principles of Judaism, Christianity, and Islam.	CO3: Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies to gain a deeper understanding of human history; CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative.	U2: The Emergence of Islam; "State and Religion in Afro-Eurasia". Origins E3: Belief vs. Religion; "Overview of Belief Systems"; "Judaism"; "Christianity"; "Islam"; Comparing Belief Systems; <i>Christianity from Judaism to Constantine: CCWH; Islam, the Quran, and the Five Pillars Without a Flamewar: CCWH</i> . E4: "The Caliphate"; "Networks and Exchange in the Islamic World"; The Emergence of Islam.
SS.912.W.3.3 Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.	U2-2: Investigate regional networks of exchange that connected societies and how communities were impacted by these connections. U2-3: Assess the causes and effects of the expansion and contraction of networks during this era.	U2: The Emergence of Islam; "State and Religion in Afro-Eurasia"; "Trans-Saharan Routes". Origins E3: <i>Islam, the Quran, and the Five Pillars All Without a Flamewar: CCWH</i> ; "Islam". E4: "The Caliphate"; "Networks and Exchange in the Islamic World"; Claim Testing - The Muslim World; Contextualization - Mansa Musa; "States and Empires of West Africa"; <i>Mansa Musa and Islam in Africa: CCWH</i> . AP U1: "Dar al-Islam 1200-1450"
SS.912.W.3.4 Describe the expansion of Islam into India and the relationship between Muslims and Hindus.	U3-2.1: Examine early modern empires to understand how these communities were structured and how they interacted with others through networks of exchange.	U3: "Mughal Empire"; Khanzada Begum (Graphic Biography). AP U3: "South Asia 1450-1750"
SS.912.W.3.5 Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.	U2-1: Analyze the different ways humans formed communities in Afro-Eurasia, the Americas, and the Pacific. U2-2: Investigate regional networks of exchange that connected societies and how communities were impacted by these connections.	U2: The Emergence of Islam; "State and Religion in Afro-Eurasia"; Rashid al-Din (Graphic Biography); Rumi (Graphic Biography); Contextualization - Mansa Musa; "States and Empires of West Africa"; <i>Mansa Musa and Islam in Africa: CCWH</i> . Origins E3: <i>Islam, the Quran, and the Five Pillars All Without a Flamewar: CCWH</i> ; "Islam". Origins E4: "The Caliphate"; "Networks and Exchange in the Islamic World"; Claim Testing - The Muslim World. AP U1: "Dar al-Islam 1200-1450"
SS.912.W.3.6 Describe key economic, political, and social developments in Islamic history.	U2-1: Analyze the different ways humans formed communities in Afro-Eurasia, the Americas, and the Pacific. U2-2: Investigate regional networks of exchange that connected societies and how communities were impacted by these connections.	U2: The Emergence of Islam; "State and Religion in Afro-Eurasia"; Rashid al-Din (Graphic Biography); Rumi (Graphic Biography); Contextualization - Mansa Musa; "States and Empires of West Africa"; <i>Mansa Musa and Islam in Africa: CCWH</i> . Origins E3: <i>Islam, the Quran, and the Five Pillars All Without a Flamewar: CCWH</i> ; "Islam". Origins E4: "The Caliphate"; "Networks and Exchange in the Islamic World"; Claim Testing - The Muslim World. AP U1: "Dar al-Islam 1200-1450"
SS.912.W.3.7 Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.	CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative.	Origins E4: "The Caliphate". AP U4: "Origins of Oceanic Connections"
SS.912.W.3.8 Identify important figures associated with the Crusades.	CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution	U2: "State and Religion in Afro-Eurasia". Origins E4: <i>Impact of the Crusades</i> ; "Christendom"

SS.912.W.3.9 Trace the growth of major sub-Saharan African kingdoms and empires.	U2-1: Analyze the different ways humans formed communities in Afro-Eurasia, the Americas, and the Pacific. U2-2: Investigate regional networks of exchange that connected societies and how communities were impacted by these connections.	U2: "Communities in Afro-Eurasia". Origins E4: "The Spread of Farming in Sub-Saharan Africa: The Bantu Migration". 1750 U1: "Sub-Saharan Africa". AP U1: "Africa 1200-1450"
Standard 4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.		
SS.912.W.4.1 Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).	U2-1: Analyze the different ways humans formed communities in Afro-Eurasia, the Americas, and the Pacific. U2-2: Investigate regional networks of exchange that connected societies and how communities were impacted by these connections.	U2: "The Renaissance"; U3: <i>Venice and the Ottoman Empire: Crash Course World History</i>
SS.912.W.4.10 Identify the major contributions of individuals associated with the Scientific Revolution.	U5-1.2: Describe how European thinkers built upon scientific and technological exchanges with Asia and the Muslim world to develop "revolutionary" ideas that helped drive industrialization.	U5: "The Scientific Revolution". Origins E6: <i>The Scientific Revolution and the Age of Enlightenment</i>
SS.912.W.4.11 Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.	U3-1: Understand how historians create narratives to explain how human communities entered a global age during this era. U3-2: Evaluate and analyze the historical narrative of the formation of a new global age.	U3: Geography - Unit 3 Mapping Part 1; "Survey of Transoceanic Empires"; <i>The Spanish Empire, Silver, & Runaway Inflation: CCWH; Capitalism and the Dutch East India Company: CCWH</i> . Origins E5: "Technology in the Age of Exploration"
SS.912.W.4.12 Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.	U3-4: Evaluate the impact of the Columbian Exchange and transatlantic migrations on communities in Afro-Eurasia and the Americas.	U3: "The Columbian Exchange"; "Crops That Grew the World"; World Zone Café; "The Effects of Global Interactions"; <i>The Columbian Exchange: CCWH</i> ; "The Transatlantic Slave Trade"; "Race and Coerced Labor Part I; How Did People Become Property in the Americas?"; "Race and Coerced Labor Part II; Motivations and Justifications"; Primary Sources: First Person Accounts of the Transatlantic Slave Trade; Domingos Álvares (Graphic Biography); <i>Impact of the Slave Trade: Through a Ghanaian Lens</i>
SS.912.W.4.13 Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.	U3-3.1: Understand the emergence of new economic systems and their impact on communities and networks. U3-3.2: Evaluate capitalism as a new economic system that fueled colonization and the slave trade. U3-3.3: Use the historical reasoning practice of comparison to evaluate economic systems.	U3: "Survey of Transoceanic Empires"; Sourcing - Spanish Conquest of the Aztec Empire; Comparison - Economic Systems; "Overview of New Economic Systems"; <i>The Spanish Empire, Silver, & Runaway Inflation: CCWH; Capitalism and the Dutch East India Company: CCWH</i> . AP U4: "European Colonies in the Americas"
SS.912.W.4.14 Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.	U3-4: Evaluate the impact of the Columbian Exchange and transatlantic migrations on communities in Afro-Eurasia and the Americas. U3-4.1: Understand how conceptions of race affected communities and labor systems. U3-4.2: Evaluate the motivations for slavery and how people attempted to justify this practice	U3: "The Transatlantic Slave Trade"; "Race and Coerced Labor Part I; How Did People Become Property in the Americas?"; "Race and Coerced Labor Part II; Motivations and Justifications"; Primary Sources: First Person Accounts of the Transatlantic Slave Trade; Domingos Álvares (Graphic Biography); <i>Impact of the Slave Trade: Through a Ghanaian Lens</i>
SS.912.W.4.15 Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.	U3-4: Evaluate the impact of the Columbian Exchange and transatlantic migrations on communities in Afro-Eurasia and the Americas. U3-4.1: Understand how conceptions of race affected communities and labor systems. U3-4.2: Evaluate the motivations for slavery and how people attempted to justify this practice	U3: "The Transatlantic Slave Trade"; "Race and Coerced Labor Part I; How Did People Become Property in the Americas?"; "Race and Coerced Labor Part II; Motivations and Justifications"; Primary Sources: First Person Accounts of the Transatlantic Slave Trade; Domingos Álvares (Graphic Biography); <i>Impact of the Slave Trade: Through a Ghanaian Lens</i>
SS.912.W.4.2 Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).	CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution	U2: "The Renaissance"
SS.912.W.4.3 Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.	CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution	U2: "The Renaissance"
SS.912.W.4.4 Identify characteristics of Renaissance humanism in works of art.	CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution	U2: "The Renaissance"
SS.912.W.4.5 Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.	CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative.	U2: "The Renaissance". U5: "The Scientific Revolution". Origins E6: <i>The Scientific Revolution and the Age of Enlightenment</i>
SS.912.W.4.6 Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.	CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution	U5: "The Scientific Revolution". Origins E6: <i>The Scientific Revolution and the Age of Enlightenment</i>

SS.912.W.4.7 Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.	CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	AP U3: "Transformations in Eurasian Belief Systems".
SS.912.W.4.8 Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.	CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	AP U3: "Transformations in Eurasian Belief Systems".
SS.912.W.4.9 Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.	CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	AP U3: "Transformations in Eurasian Belief Systems".
Standard 5: Analyze the causes, events, and effects of the Enlightenment and its impact on the American, French and other Revolutions.		
SS.912.W.5.1 Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.	CO4: Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative.	Origins E5: "Magna Carta, the Glorious Revolution, and American Democracy". AP U3: "Europe: Exception or Variety?"
SS.912.W.5.2 Identify major causes of the Enlightenment.	CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative. U4-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit.	U4: "The Enlightenment"; Enlightenment Quotes; <i>Diderot's 1750 Encyclopedia</i> . Origins E6: <i>The Scientific Revolution and the Age of Enlightenment</i> .
SS.912.W.5.3 Summarize the major ideas of Enlightenment philosophers.	U4-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit.	U4: "The Enlightenment"; Enlightenment Quotes; <i>Diderot's 1750 Encyclopedia</i> ; "Edmund Burke (Graphic Biography)"; "Sovereignty". Origins E6: <i>The Scientific Revolution and the Age of Enlightenment</i> . 1750 U2: "Primary Sources: Words of the Enlightenment"
SS.912.W.5.4 Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.	U4-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit.	U4: "The Enlightenment"; Enlightenment Quotes; <i>Diderot's 1750 Encyclopedia</i> ; "Edmund Burke (Graphic Biography)"; "Ingredients for Revolution"; "Sovereignty". Origins E6: <i>The Scientific Revolution and the Age of Enlightenment</i> . 1750 U2: "Primary Sources: Words of the Enlightenment"
SS.912.W.5.5 Analyze the extent to which the Enlightenment impacted the American and French Revolutions.	U4-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit.	U4: "Ingredients for Revolution"; "The Atlantic Revolutions"; Causation - Recipe for a Revolution; <i>Tea, Taxes, and the American Revolution: CCWH</i> ; <i>The French Revolution: CCWH</i>
SS.912.W.5.6 Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.	CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative. U4-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit.	U4: "The Atlantic Revolutions"; Causation - Recipe for a Revolution; <i>The French Revolution: CCWH</i> "Origins and Impacts of Nationalism"; <i>Nationalism</i> ; "The World Revolution of 1848". Origins E6: "Appraising Napoleon"
SS.912.W.5.7 Describe the causes and effects of 19th [century] Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.	CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative. U4-1: Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit.	U4: "Ingredients for Revolution"; "The Atlantic Revolutions"; Causation - Recipe for a Revolution; <i>Haitian Revolution</i> ; <i>Latin American Revolutions: CCWH</i> .
Standard 6: Understand the development of Western and non-Western nationalism, industrialization and imperialism, and the significant processes and consequences of		
SS.912.W.6.1 Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.	U5-1: Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment. U5-1.1: Analyze the scale of the Industrial Revolution and its impact on various regions of the world. U5-2.2: Evaluate how the Industrial Revolution spread to a variety of global regions and how different nations adapted to these immense changes to communities, networks, and production and distribution.	U5: <i>Unit 5 Overview Video</i> ; "Unit 5 Overview: Industrialization 1750 to 1914"; Urbanization Game; <i>Origins of the Industrial Revolution</i> ; "The Industrial Revolution"; Images of the Industrial Revolution; <i>Railroads & the Industrial Revolution: CCWH</i> ; "The Global Transformations of the Industrial Revolution"; "Japan's Industrial Revolution"; "Meiji Restoration"

SS.912.W.6.2 Summarize the social and economic effects of the Industrial Revolution.	U5-4: Assess the new labor and economic systems that emerged during the long nineteenth century.	U5: Economic Systems Simulation; <i>Capitalism and Socialism</i> ; <i>CCWH</i> ; Assembly Line Simulation; "Responses to Industrialization"; Otilie Baader (Graphic Biography); Contextualization - Child Labor; "Child Labor"; Claim Testing - Social Class and Gender
SS.912.W.6.3 Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.	U5-4: Assess the new labor and economic systems that emerged during the long nineteenth century.	U4: "The Enlightenment". U5: "Rise of the Proletariat"; Economic Systems Simulation; <i>Capitalism and Socialism</i> ; <i>CCWH</i> . 1750 U4: "Smith, Marx, and Keynes"
SS.912.W.6.4 Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.	U5-5: Evaluate why people's perceptions of slavery, gender, and childhood changed during this era.	U5: "Responses to Industrialization"; "Post-Abolition Societies"; Harriet Forten Purvis (Graphic Biography); "Why Was Slavery Abolished?"; Sourcing - Why Was Slavery Abolished?; Contextualization - Child Labor; "Child Labor"; Comparison - Women's Suffrage; "A World Tour of Women's Suffrage"; "Changing Gender Roles"; Claim Testing - Social Class and Gender
SS.912.W.6.5 Summarize the causes, key events, and effects of the unification of Italy and Germany.	U4-2: Assess the role of industrialization and nationalism in the creation of new empires and the rise of the nation-state. U4-3: Evaluate how nationalism affected different societies and ethnic groups around the world.	U4: "Origins and Impacts of Nationalism"; <i>Nationalism</i> ; "Ethnic Nationalism". 1750 U2: "Italian Nationalism: A Point of View"; "Bismark and German Nationalism".
SS.912.W.6.6 Analyze the causes and effects of imperialism.	U6-1: Describe how industrialization led to imperialism and the expansion of empires. U6-5: Use historical thinking skills and reasoning practices such as claim testing, causation, contextualization, and sourcing to analyze historical events and processes.	U6: <i>Unit 6 Overview Video</i> ; "Unit 6 Overview: Empire and Other Consequences of Industrialization 1850 to 1950"; Geography - Unit 6 Mapping Part 1; "Industrial Imperialism, the 'New' Imperialism"; <i>Imperialism: CCWH</i> ; "Tools of Imperialism"; Imperialism Cartoons; Contextualization - Opium Wars; <i>Opium Wars</i> ; "Struggle and Transformation in China"; Sourcing - Differing Perspectives on Imperialism; "Colonial Violence"; Yaa Asantewaa, Queen Mother of Ejisu (Graphic Biography); "Imperialism and De-Industrialization in India"; Geography - Unit 6 Mapping Part 2
SS.912.W.6.7 Identify major events in China during the 19th and early 20th centuries related to imperialism.	U6-2: Understand and evaluate how communities responded to increased industrialization and the expansion of empires. U6-2.4: Understand and evaluate the impact of informal colonialism on China by contextualizing the Opium Wars.	U6: "Tools of Imperialism"; Imperialism Cartoons; Contextualization - Opium Wars; <i>Opium Wars</i> ; "Struggle and Transformation in China"; <i>Asian Responses to Imperialism: CCWH</i>
Standard 7: Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.		
SS.912.W.7.1 Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism	U7-1: Analyze the causes, scale, and consequences of global conflict in this era.	U7: <i>Unit 7 Overview Video</i> ; "Unit 7 Overview: Global Conflict, 1914 to 1945"; "What Caused the First World War?"; World War I Poster Analysis; Making Claims - World War I.
SS.912.W.7.10 Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.	U7-4.1: Analyze the causes, scale, and consequences of World War II. U7-4.5: Assess how new weapons led to growing tensions and a new type of war.	U7: <i>World War II: CCWH</i> ; "The Second World War"; "Nuclear Weapons"
SS.912.W.7.11 Describe the effects of World War II.	U7-1: Analyze the causes, scale, and consequences of global conflict in this era. U7-4.1: Analyze the causes, scale, and consequences of World War II.	U7: "The Second World War"; <i>World War II: CCWH</i> ; Claim Testing - Global Conflict; "The Holocaust"; "Nuclear Weapons". U8: "Devastation of Old Markets". 1750 U7: "Economics in the Second World War"; "Thirty Years of Continuous War"; Primary Sources: The Holocaust; Unit 7 Problem Notebook; "Nuremberg Laws, Nuremberg Trials"
SS.912.W.7.2 Describe the changing nature of warfare during World War I.	U7-2: Assess World War I as a total and global war.	U7: "World War I: A Total War?"; World War I Letters; <i>Britain and World War I</i> ; <i>Southeast Asia and World War I</i> ; <i>The Middle East and World War I</i> . Origins E7: "The Course of the First World War"; <i>British Gas Hood</i> ; <i>Trench-fighting Tools</i>
SS.912.W.7.3 Summarize significant effects of World War I.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution. U7-1: Analyze the causes, scale, and consequences of global conflict in this era. U7-2: Assess World War I as a total and global war. U7-3: Understand the causes and consequences of historical events that occurred during World War I, such as the Russian Revolution and the Armenian Genocide.	U7: <i>Unit 7 Overview Video</i> ; "Unit 7 Overview: Global Conflict, 1914 to 1945"; Geography - Unit 7 Mapping Part I; Unit 7 Problem Notebook; <i>Britain in World War I</i> ; <i>Southeast Asia in World War I</i> ; <i>The Middle East in World War I</i> ; Our Interconnected World - WWI; "The First World War as a Global War"; World War I Poster Analysis; Making Claims - World War I; "World War I: A Total War?"; Helen Fairchild (Graphic Biography); World War I Letters; <i>Armenian Genocide</i> ; "The Power of One - The Russian Revolution"; "A Lost Generation"; Dr. Rosa Luxemburg (Graphic Biography); World War I Peace Talks; <i>Internationalism Between the Wars</i> ; "Fascist Histories, Part I"; Geography - Unit 7 Mapping Part 2. 1750 U7: <i>How World War I Started: CCWH</i> ; "Capitalism and World War I"; Geography - Unit 6 Mapping Part 2

SS.912.W.7.4 Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.	U7-3.1: Use the historical thinking practice of contextualization to understand the economic and political circumstances that contributed to a global depression.	U7: Contextualization - The Great Depression; "Global Great Depression"; "The Global Story of the 1930s"; "Fascist Histories, Part I"; Political Party Platform
SS.912.W.7.5 Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.	CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative. U7-4: Understand the rise of fascism in various regions of the world, including its causes and consequences. U7-5: Evaluate why internationalism failed to prevent the rise of fascism and the Second World War.	U7: <i>What is Fascism?</i> ; "Fascist Histories, Part I"; Political Party Platform; "The Global Story of the 1930s"; "Communism in the Soviet Union"; Communism vs. Fascism. 1750 U7: Appeasement; "Fascism in Germany"; "Fascism in Italy"; Communism, Fascism, Both, or Neither!; "Fascist Histories Part II: Exercising Authoritarianism"; "Appeasement"
SS.912.W.7.6 Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.	CO5: Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative. U7-4: Understand the rise of fascism in various regions of the world, including its causes and consequences. U7-5: Evaluate why internationalism failed to prevent the rise of fascism and the Second World War.	U7: <i>What is Fascism?</i> ; "Fascist Histories, Part I"; Political Party Platform; "Communism in the Soviet Union"; Communism vs. Fascism; "The Holocaust". 1750 U7: Appeasement; "Fascism in Germany"; "Fascism in Italy"; Communism, Fascism, Both, or Neither!; "Fascist Histories Part II: Exercising Authoritarianism";
SS.912.W.7.7 Trace the causes and key events related to World War II.	U7-1: Analyze the causes, scale, and consequences of global conflict in this era. U7-4.1: Analyze the causes, scale, and consequences of World War II.	U7: "The Second World War"; Causation - World War II; <i>World War II: CCWH</i> ; Plaek Phibunsongkhram (Graphic Biography); Claim Testing - Global Conflict; "The Holocaust"; Manuel Quezon (Graphic Biography); Unit 7 Problem Notebook; "Nuclear Weapons". 1750 U7: "Economics in the Second World War"; Causation - World War II; Primary Sources - The Holocaust; Assessing Responsibility and Conscience; "Thirty Years of Continuous War"; Unit 7 Problem Notebook.
SS.912.W.7.8 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.	CO3: Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history. U7-6: Understand and evaluate the causes, scale, and consequences of the Holocaust.	U7: "The Holocaust"; Manuel Quenzon (Graphic Biography). 1750 U7: Primary Sources - The Holocaust; Assessing Responsibility and Conscience
SS.912.W.7.9 Identify the wartime strategy and post-war plans of the Allied leaders.	U7-1: Analyze the causes, scale, and consequences of global conflict in this era. U7-4.1: Analyze the causes, scale, and consequences of World War II.	U7: "The Second World War"; <i>World War II: CCWH</i> ; Claim Testing - Global Conflict; "Nuclear Weapons". 1750 U7: "Economics in the Second World War"; "Thirty Years of Continuous War"
Standard 8: Recognize significant events and people from the post World War II and Cold War eras.		
SS.912.W.8.1 Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.	U8-1.1: Understand the causes of the Cold War and the ideologies of the main actors in this war: the United States and the Soviet Union. U8-2: Analyze how political and economic power shifts occurred as a result of World War II and how these shifts led to the Cold War. U8-4: Use historical thinking skills and reasoning practices such as historical comparison, continuity and change over time, and sourcing to analyze historical events.	U8: <i>Unit 8 Overview Video</i> ; "Unit 8 Overview: Cold War & Decolonization, 1945-1990"; Geography - Unit 8 Mapping Part 1; "Devastation of Old Markets"; "The Cold War: An Overview"; Sourcing - Who Started the Cold War?; Who is "Winning" the Cold War?; Geography - Unit 8 Mapping Part 2
SS.912.W.8.10 Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.	U9-3: Investigate how different groups have responded to globalization. U9-4.4: Evaluate how community identities have changed in our global age.	U8: "The Middle East and the End of Empire." U9: "Transnationalism and the Revival of Nationalism"; "September 11, 2001"; <i>Conflict in Israel and Palestine: CCWH</i> ; Origins E7: "Non-State Terrorism".
SS.912.W.8.2 Describe characteristics of the early Cold War.	U8-1: Evaluate how the Cold War and decolonization are intertwined in the history of this period. U8-2: Analyze how political and economic power shifts occurred as a result of World War II and how these shifts led to the Cold War. U8-3: Evaluate the connection between nationalism and decolonization movements during the period of the Cold War.	U8: <i>Unit 8 Overview Video</i> ; "Unit 8 Overview: Cold War & Decolonization, 1945-1990"; Geography - Unit 8 Mapping Part 1; "Devastation of Old Markets"; "The Cold War: An Overview"; "The Cold War Around the World"; Simulation - Cold War Crisis; Sourcing - Who Started the Cold War?; Who Is "Winning" the Cold War? <i>Decolonization and the Cold War: Through a Caribbean Lens; Decolonization and the Cold War: Through an Asian Lens</i> ; Unit 8 Problem Notebook; "Connecting Decolonization and the Cold War"; Geography - Unit 8 Mapping Part 2
SS.912.W.8.3 Summarize key developments in post-war China.	U8-2.4: Investigate the rise of communism in China and how it relates to the Cold War.	U8: "Chinese Communist Revolution"; <i>Chinese Communist Revolution</i> ; U9: "Rise of China"; <i>Global China into the 21st Century</i>

SS.912.W.8.4 Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.	U8-1: Evaluate how the Cold War and decolonization are intertwined in the history of this period. U8-2: Analyze how political and economic power shifts occurred as a result of World War II and how these shifts led to the Cold War. U8-3: Evaluate the connection between nationalism and decolonization movements during the period of the Cold War.	U8: <i>Unit 8 Overview Video</i> ; "Unit 8 Overview: Cold War & Decolonization, 1945-1990"; Geography - Unit 8 Mapping Part 1; "The Cold War: An Overview"; "The Cold War Around the World"; Simulation - Cold War Crisis; Who Is "Winning" the Cold War? <i>Decolonization and the Cold War: Through a Caribbean Lens</i> ; <i>Decolonization and the Cold War: Through an Asian Lens</i>
SS.912.W.8.5 Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	U8: Who is "Winning" the Cold War?; "Collapse of Communism"
SS.912.W.8.6 Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.	U8-3: Evaluate the connection between nationalism and decolonization movements during the period of the Cold War.	U8: "The Middle East and the End of Empire". U9: <i>Conflict in Israel and Palestine: CCWH</i> ; "Transnationalism and the Revival of Nationalism"
SS.912.W.8.7 Compare post-war independence movements in African, Asian, and Caribbean countries.	U8-3: Evaluate the connection between nationalism and decolonization movements during the period of the Cold War. U8-2.1: Understand the movement toward decolonization and evaluate the tactics used by those who resisted and overthrew colonial governments.	U8: <i>Decolonization and the Cold War Through a Caribbean Lens</i> ; <i>Decolonization and the Cold War Through an Asian Lens</i> ; "Connecting Decolonization and the Cold War"; "End of Old Regimes"; <i>Decolonization and Nationalism Triumphant: CCWH</i> ; Kwame Nkrumah (Graphic Biography); <i>Resisting Colonialism: Through a Ghanaian Lens</i> ; "The Middle East and the End of Empire"; <i>Chinese Communist Revolution</i> ; "Chinese Communist Revolution"; "Apartheid". Origins E7: "Political Decolonization"; "And Then Gandhi Came: Nationalism, Revolution, and Sovereignty"
SS.912.W.8.8 Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.	U8-3: Evaluate the connection between nationalism and decolonization movements during the period of the Cold War. U8-2.1: Understand the movement toward decolonization and evaluate the tactics used by those who resisted and overthrew colonial governments.	U8: <i>Decolonization and the Cold War Through a Caribbean Lens</i> ; <i>Decolonization and the Cold War Through an Asian Lens</i> ; "Connecting Decolonization and the Cold War"; "End of Old Regimes"; <i>Decolonization and Nationalism Triumphant: CCWH</i> ; Comparison - Decolonizing Women; Kwame Nkrumah (Graphic Biography); <i>Resisting Colonialism: Through a Ghanaian Lens</i> ; "The Middle East and the End of Empire"; <i>Chinese Communist Revolution</i> ; "Chinese Communist Revolution"; "Apartheid". Origins E7: "Political Decolonization"; "And Then Gandhi Came: Nationalism, Revolution, and Sovereignty"; <i>Conflict in Israel and Palestine: CCWH</i>
SS.912.W.8.9 Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.	CO4: Analyze the narrative of history using the course's three frames: communities, networks, and production and distribution.	U8: "Apartheid". U9: "Universal Rights"; Comparison - Rights Documents; <i>Nonviolence and Peace Movements: CCWH</i> ; "Movements to End Racial Injustice: From Civil Rights to Black Lives Matter". 1750 U9: "The Zapatistas Have Been a Revolutionary Force in Mexico for Decades"; "Modern Latin America"
Standard 9: Identify major economic, political, social, and technological trends beginning in the 20th century.		
SS.912.W.9.1 Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.	U9-1: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.	U9: "Introduction to Globalization"; <i>Globalization I - The Upside: CCWH</i> ; What's the Downside of Globalization?; "The Trouble With Globalization"; "Goods Across the World"
SS.912.W.9.2 Describe the causes and effects of post-World War II economic and demographic changes.	U9-1: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution. U9-2: Evaluate how globalization has impacted inequality around the world.	U9: <i>Globalization I - The Upside: CCWH</i> ; "The Trouble with Globalization"; "Is the World Flat or Spiky?"; Dollar Street Project; "International Institutions"; "Rise of China"; <i>Global China into the 21st Century</i> ; "Goods Across the World"; Follow the Product; "WTO Resistance"; Our Interconnected World - Frames; Making Claims - Globalization; "A Century of Refugees"; Islam Alhasheh (Graphic Biography); Ugandan Migrants (Graphic Biography); "Population and Environmental Trends, 1880 to Present"
SS.912.W.9.3 Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.	U9-1: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution. U9-3: Investigate how different groups have responded to globalization. U9-3.2: Analyze globalization using the production and distribution frame. U9-4: Analyze how human rights have been impacted in a modern world.	U9: "Universal Rights"; Comparison - Rights Documents; "Why Does Genocide Still Happen?"; "International Institutions"

<p>SS.912.W.9.4 Describe the causes and effects of twentieth century nationalist conflicts.</p>	<p>U7-1: Analyze the causes, scale, and consequences of global conflict in this era. U8-3: Evaluate the connection between nationalism and decolonization movements during the period of the Cold War. U9-4.4: Evaluate how community identities have changed in our global age.</p>	<p>U7: <i>Unit 7 Overview Video</i> ; "Unit 7 Overview: Global Conflict, 1914 to 1945"; "The First World War as a Global War"; World War I Poster Analysis; Making Claims - World War I; "World War I: A Total War?"; <i>Armenian Genocide</i> ; "A Lost Generation"; World War I Peace Talks; <i>Internationalism Between the Wars</i> ; "Fascist Histories, Part I"; "The Second World War"; Causation - World War II; <i>World War II: CCWH</i>; Claim Testing - Global Conflict; "The Holocaust"; Unit 7 Problem Notebook; "Nuclear Weapons". U8: <i>Decolonization and the Cold War Through a Caribbean Lens; Decolonization and the Cold War Through an Asian Lens</i> ; "End of Old Regimes"; <i>Decolonization and Nationalism Triumphant: CCWH</i> ; <i>Resisting Colonialism: Through a Ghanaian Lens</i> ; "The Middle East and the End of Empire"; <i>Chinese Communist Revolution</i> ; "Chinese Communist Revolution"; "Apartheid". U9: "Transnationalism and the Revival of Nationalism"; <i>Conflict in Israel and Palestine: CCWH</i> . Origins E7: "Political Decolonization"; "And Then Gandhi Came: Nationalism, Revolution, and Sovereignty". 1750 U7: <i>How World War I Started: CCWH</i></p>
<p>SS.912.W.9.5 Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.</p>	<p>U9-1: Assess how globalization both positively and negatively affects human communities, networks, and production and distribution. U9-2: Evaluate how globalization has impacted inequality around the world.</p>	<p>U2: <i>Disease! CCWH</i>. U9: What's the Downside of Globalization?; "Population and Environmental Trends, 1880 to the Present"</p>
<p>SS.912.W.9.6 Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.</p>	<p>U9-2: Evaluate how globalization has impacted inequality around the world. U9-3: Investigate how different groups have responded to globalization.</p>	<p>U9: "International Institutions"; "WTO Resistance"</p>
<p>SS.912.W.9.7 Describe the impact of and global response to international terrorism.</p>	<p>U9-3: Investigate how different groups have responded to globalization.</p>	<p>U9: "September 11, 2001". Origins E7: "Non-State Terrorism"</p>