



Access World History (#7921027)

February 2021

**Access World History (#7921027)
Course Standards**

SS.912.G.1.1: Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|---|--|--------------------------------|-------------------------------|-------------------------|
| <u>SS.912.G.1.In.a:</u> | Create maps using technology to show physical and cultural attributes of a major world region. | | | |
| <u>SS.912.G.1.Su.a:</u> | Create maps using technology to show physical or cultural attributes of a region. | | | |
| <u>SS.912.G.1.Pa.a:</u> | Use technology to complete a map to show a physical or cultural attribute of a location. | | | |
| Resources: | | | | |

SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|---|---|--------------------------------|-------------------------------|-------------------------|
| <u>SS.912.G.1.In.b:</u> | Use spatial perspective and appropriate geographic terms and tools to organize and identify information about a location. | | | |
| <u>SS.912.G.1.Su.b:</u> | Use spatial perspective and appropriate geographic terms and tools to identify information about a location. | | | |
| <u>SS.912.G.1.Pa.b:</u> | Associate terms used by geographers with places, people, or the environment. | | | |

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|------------|-------------|---------------------|--------------------|--------------|
| Resources: | | | | |

SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|---|--|---------------------|--------------------|--------------|
| <u>SS.912.G.1.In.c:</u> | Use applicable units of measurement and scale to determine the distance between two places on a map or globe to solve simple problems. | | | |
| <u>SS.912.G.1.Su.c:</u> | Use applicable units of measurement to identify the distance between two places on a map to solve simple problems. | | | |
| <u>SS.912.G.1.Pa.c:</u> | Use positional words to identify a relative location on a map. | | | |
| Resources: World History module: Unit 1 History Overview click here | | | | |

SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.

Clarifications:

Examples of physical characteristics are climate, terrain, resources.

Examples of human characteristics are religion, government, economy, demography.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|---|--|---------------------|--------------------|--------------|
| <u>SS.912.G.2.In.a:</u> | Identify physical characteristics—such as climate and terrain, and human elements—such as religion and | | | |

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| | economy, that explain settlement patterns in the United States regions over time. | | | |
| SS.912.G.2.Su.a: | Recognize physical characteristics—such as climate and terrain, and human elements—such as religion and economy, that affected where people settled in the United States. | | | |
| SS.912.G.2.Pa.a: | Recognize the effect of a physical characteristic of a place on people. | | | |
| Resources: | | | | |

[SS.912.G.2.2:](#) Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.G.2.In.b: | Recognize factors and processes that contribute to differences between developing and developed regions of the world. | | | |
| SS.912.G.2.Su.b: | Recognize a factor that contributes to differences between developing and developed regions of the world. | | | |
| SS.912.G.2.Pa.b: | Recognize a characteristic of development. | | | |
| Resources: | | | | |

[SS.912.G.2.3:](#) Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

Clarifications:

Examples are desertification, global warming, cataclysmic natural disasters.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.G.2.In.c: | Use geographic terms and tools to describe areas of the world that have experienced critical economic or physical changes, such as desertification, global warming, or natural disasters. | | | |
| SS.912.G.2.Su.c: | Use geographic tools to identify areas in the world that have experienced a critical economic or physical change, such as desertification, global warming, or natural disasters. | | | |
| SS.912.G.2.Pa.c: | Recognize a change in a place due to a natural disaster or other event in the world. | | | |
| Resources: | | | | |

SS.912.G.4.1: Interpret population growth and other demographic data for any given place.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|------------------------|-----------------------|-----------------|
| SS.912.G.4.In.a: | Identify changes in population for selected places. | | | |
| SS.912.G.4.Su.a: | Recognize changes in population for selected places. | | | |
| SS.912.G.4.Pa.a: | Recognize that change is a characteristic of population. | | | |
| Resources: | | | | |

SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|--------------------------------|-------------------------------|-------------------------|
| SS.912.G.4.In.b: | Use geographic terms and tools to describe the push/pull factors contributing to human migration. | | | |
| SS.912.G.4.Su.b: | Use geographic terms and tools to identify the push/pull factors contributing to human migration. | | | |
| SS.912.G.4.Pa.b: | Recognize a cause of migration. | | | |
| Resources: | | | | |

[SS.912.G.4.3:](#) Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|--------------------------------|-------------------------------|-------------------------|
| SS.912.G.4.In.c: | Use geographic terms and tools to examine effects of migration on the place of origin and destination. | | | |
| SS.912.G.4.Su.c: | Use geographic terms and tools to identify an effect of migration on the place of origin and destination. | | | |
| SS.912.G.4.Pa.c: | Recognize an effect of migration. | | | |
| Resources: | | | | |

[SS.912.G.4.7:](#) Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.G.4.In.g: | Use geographic terms and tools to identify characteristics of cultural diffusion throughout selected places, regions, and the world. | | | |
| SS.912.G.4.Su.g: | Use geographic terms and tools to recognize characteristics of cultural diffusion throughout selected places, regions, and the world. | | | |
| SS.912.G.4.Pa.g: | Use a geographic term, such as movement, to recognize a change in the population of a place. | | | |
| Resources: | | | | |

SS.912.G.4.9: Use political maps to describe the change in boundaries and governments within continents over time.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|------------------------|-----------------------|-----------------|
| SS.912.G.4.In.i: | Use political maps to identify changes in boundaries or governments within a continent. | | | |
| SS.912.G.4.Su.i: | Use political maps to recognize changes in boundaries or governments within a continent. | | | |
| SS.912.G.4.Pa.i: | Use maps to recognize changes in boundaries. | | | |
| Resources: | | | | |

SS.912.H.1.3: Relate works in the arts to various cultures.

Clarifications:

Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.H.1.In.c: | Identify works in the arts from various cultures, such as African, Asian, European, the Americas, and Middle Eastern. | | | |
| SS.912.H.1.Su.c: | Recognize works in the arts from various cultures, such as African, Asian, the Americas, and Middle Eastern. | | | |
| SS.912.H.1.Pa.c: | Recognize a characteristic of a work in the arts from a time period. | | | |
| Resources: | | | | |

[SS.912.H.3.1:](#) Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|------------------------|-----------------------|-----------------|
| SS.912.H.3.In.a: | Identify effects of transportation, trade, communication, science, and technology on the preservation of a culture and its diffusion to other locations. | | | |
| SS.912.H.3.Su.a: | Recognize an effect of transportation, trade, communication, science, or technology on the diffusion of a culture to another location. | | | |
| SS.912.H.3.Pa.a: | Recognize that communication helps spread ideas to other cultures. | | | |
| Resources: | | | | |

[SS.912.W.1.1:](#) Use timelines to establish cause and effect relationships of historical events.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|---------------------|--------------------|--------------|
| SS.912.W.1.In.a: | Use a timeline to show the relationship of historical events. | | | |
| SS.912.W.1.Su.a: | Use a simple timeline to identify the relationship of historical events. | | | |
| SS.912.W.1.Pa.a: | Use a simple pictorial timeline to recognize a sequence of events. | | | |
| Resources: | World History module: Unit 1 History Overview click here | | | |

SS.912.W.1.2: Compare time measurement systems used by different cultures.

Clarifications:

Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|---------------------|--------------------|--------------|
| SS.912.W.1.In.b: | Identify terms of time sequence, such as decade, century, and era. | | | |
| SS.912.W.1.Su.b: | Recognize terms of time sequence, such as decade and century. | | | |
| SS.912.W.1.Pa.b: | Recognize terms that relate to time, such as day, week, month, and year. | | | |
| Resources: | World History module: Unit 1 History Overview click here | | | |

SS.912.W.1.3: Interpret and evaluate primary and secondary sources.

Clarifications:

Examples are artifacts, images, auditory and written sources.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.W.1.In.c: | Examine and describe information in primary and secondary sources, such as artifacts, images, and auditory and written sources. | | | |
| SS.912.W.1.Su.c: | Identify information in a primary and secondary source, such as artifacts, images, and auditory and written sources. | | | |
| SS.912.W.1.Pa.c: | Recognize sources of information, such as artifacts, images, and auditory and written sources. | | | |
| Resources: | | | | |

SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.

Clarifications:

Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.W.1.In.d: | Identify basic uses of historical inquiry and the relation to geography, economics, and civics. | | | |
| SS.912.W.1.Su.d: | Recognize a use of historical inquiry and the relation to geography, economics, and civics. | | | |
| SS.912.W.1.Pa.d: | Recognize sources of information, such as artifacts, images, and auditory and written sources. | | | |
| Resources: | | | | |

SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|---|--|--------------------------------|-------------------------------|-------------------------|
| <u>SS.912.W.1.In.e:</u> | Recognize differences in interpretations of historians about events. | | | |
| <u>SS.912.W.1.Su.e:</u> | Recognize that interpretations of historians may differ. | | | |
| <u>SS.912.W.1.Pa.e:</u> | Recognize sources of information, such as artifacts, images, and auditory and written sources. | | | |
| Resources: | | | | |

SS.912.W.1.6: Evaluate the role of history in shaping identity and character.

Clarifications:

Examples are ethnic, cultural, personal, national, religious.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|---|---|--------------------------------|-------------------------------|-------------------------|
| <u>SS.912.W.1.In.f:</u> | Identify the role of history in shaping the identity of culture and character. | | | |
| <u>SS.912.W.1.Su.f:</u> | Recognize the role of history in shaping the identity of culture and character. | | | |
| <u>SS.912.W.1.Pa.f:</u> | Recognize a characteristic of cultural identity. | | | |
| Resources: | | | | |

SS.912.W.2.1: Locate the extent of Byzantine territory at the height of the empire.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|------------------------|-----------------------|-----------------|
| SS.912.W.2.In.a: | Identify the extent of Byzantine territory. | | | |
| SS.912.W.2.Su.a: | Recognize the extent of Byzantine territory. | | | |
| SS.912.W.2.Pa.a: | Recognize that there were civilizations in different parts of the world. | | | |
| Resources: | World History module: Unit 2- Roman and Byzantine Empires click here | | | |

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.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.W.2.In.b: | Identify the impact of the establishment of "New Rome" by Constantine the Great with Christianity as the official religion. | | | |
| SS.912.W.2.Su.b: | Recognize that Constantine the Great established Christianity as the official religion of Constantinople. | | | |
| SS.912.W.2.Pa.b: | Recognize Christianity as a religion. | | | |
| Resources: | World History module: Unit 2- Roman and Byzantine Empires click here | | | |

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.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|------------------------|-----------------------|-----------------|
| SS.912.W.2.In.c: | Identify similarities and differences of the Byzantine Empire and Roman Empire. | | | |
| SS.912.W.2.Su.c: | Recognize a similarity and difference of the Byzantine Empire and Roman Empire. | | | |
| SS.912.W.2.Pa.c: | Recognize a characteristic of empires. | | | |
| Resources: | World History module: Unit 2- Roman and Byzantine Empires click here | | | |

[SS.912.W.2.4:](#) Identify key figures associated with the Byzantine Empire.

Clarifications:

Examples are Justinian the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.W.2.In.d: | Recognize a key figure from the Byzantine Empire, such as the emperor, Justinian the Great. | | | |
| SS.912.W.2.Su.d: | Associate a key figure, such as Justinian the Great, with the Byzantine Empire. | | | |
| SS.912.W.2.Pa.d: | Recognize a characteristic of empires. | | | |
| Resources: | World History module: Unit 2- Roman and Byzantine Empires click here | | | |

[SS.912.W.2.5:](#) Explain the contributions of the Byzantine Empire.

Clarifications:

Examples are 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.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|--|-----------------------|-----------------|
| SS.912.W.2.In.e: | Identify contributions of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, and spread of Christianity in Eastern Europe (Slavic peoples). | | | |
| SS.912.W.2.Su.e: | Recognize a contribution of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, or spread of Christianity in Eastern Europe (Slavic peoples). | | | |
| SS.912.W.2.Pa.e: | Recognize a contribution of medieval civilizations. | | | |
| Resources: | | World History module: Unit 2- Roman and Byzantine Empires click here | | |

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.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.W.2.In.f: | Identify contributions of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, and spread of Christianity in Eastern Europe (Slavic peoples). | | | |
| SS.912.W.2.Su.f: | Recognize a contribution of the Byzantine Empire, such as the development of Western Europe, Islamic | | | |

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|---------------------|--------------------|--------------|
| | civilization, or spread of Christianity in Eastern Europe (Slavic peoples). | | | |
| SS.912.W.2.Pa.f: | Recognize a contribution of medieval civilizations. | | | |
| Resources: | World History module: Unit 2- Roman and Byzantine Empires click here | | | |

[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.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|---------------------|--------------------|--------------|
| SS.912.W.2.In.g: | Recognize causes of the decline of the Byzantine Empire, such as the plague, attacks from barbarian tribes, or the Crusades. | | | |
| SS.912.W.2.Su.g: | Recognize a cause of the decline of the Byzantine Empire, such as the plague, attacks from barbarian tribes, or the Crusades. | | | |
| SS.912.W.2.Pa.g: | Recognize that disease or war can destroy a civilization. | | | |
| Resources: | World History module: Unit 2- Roman and Byzantine Empires click here | | | |

[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.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|---------------------|--------------------|--------------|
| SS.912.W.2.In.h: | Identify that the Ottoman Turks conquered the Byzantine Empire and the Ottoman Empire grew. | | | |
| SS.912.W.2.Su.h: | Recognize that the Ottoman Turks conquered the Byzantine Empire. | | | |
| SS.912.W.2.Pa.h: | Recognize that countries fight to take control of other countries. | | | |
| Resources: | World History module: Unit 2- Roman and Byzantine Empires click here | | | |

SS.912.W.2.9: Analyze the impact of the collapse of the Western Roman Empire on Europe.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|---------------------|--------------------|--------------|
| SS.912.W.2.In.i: | Identify the changes that occurred after the collapse of the Western Roman Empire, such as less trade, the loss of learning and knowledge, and the breakup into barbarian states. | | | |
| SS.912.W.2.Su.i: | Recognize a change that occurred after the collapse of the Western Roman Empire, such as less trade, the loss of learning and knowledge, or the breakup into barbarian states. | | | |
| SS.912.W.2.Pa.i: | Recognize a negative consequence of change in civilization. | | | |
| Resources: | | | | |

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.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.W.2.In.j: | Identify the social rankings in medieval society and the role feudalism played in Western Civilization. | | | |
| SS.912.W.2.Su.j: | Recognize a feature of Western Civilization that came from medieval times, such as a social class system or private property. | | | |
| SS.912.W.2.Pa.j: | Recognize a contribution of medieval civilizations. | | | |
| Resources: | World History module: Unit 4 Western Europe Civilizations click here | | | |

[SS.912.W.2.11:](#) Describe the rise and achievements of significant rulers in medieval Europe.

Clarifications:

Examples are Charles Martel, Charlemagne, Otto the Great, William the Conqueror.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.W.2.In.k: | Identify the achievements under the leadership of Charlemagne, such as religious reform, establishment of courts, and cultural revival. | | | |
| SS.912.W.2.Su.k: | Recognize an achievement under the leadership of Charlemagne, such as religious reform, establishment of courts, or cultural revival. | | | |
| SS.912.W.2.Pa.k: | Recognize a positive consequence of change in civilization. | | | |
| Resources: | World History module: Unit 4 Western Europe Civilizations click here | | | |

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.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|--|-----------------------|-----------------|
| SS.912.W.2.In.I: | Recognize ways Christian monasteries and convents helped the people through education, charity, and agriculture. | | | |
| SS.912.W.2.Su.I: | Recognize a way Christian monasteries and convents helped the people through education and charity. | | | |
| SS.912.W.2.Pa.I: | Recognize a social support provided by religious organizations. | | | |
| Resources: | | World History module: Unit 4 Western Europe Civilizations click here | | |

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.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.W.2.In.m: | Identify the major influences in Western Civilization that fostered cultural unity. | | | |
| SS.912.W.2.Su.m: | Recognize that Western Civilization was influenced by many cultures. | | | |
| SS.912.W.2.Pa.m: | Recognize that people in different cultures can join together. | | | |
| Resources: | | | | |

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.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|---|--|------------------------|-----------------------|-----------------|
| SS.912.W.2.In.n: | Recognize difficulties experienced by Western Europe in the 1300s, such as the Great Famine, Black Death, and the Hundred Years War. | | | |
| SS.912.W.2.Su.n: | Recognize a difficulty experienced by Western Europe in the 1300s, such as the Great Famine or Black Death. | | | |
| SS.912.W.2.Pa.n: | Recognize that disease or war can destroy a civilization. | | | |
| Resources: World History module: Unit 4 Western Europe Civilizations click here | | | | |

SS.912.W.2.15: Determine the factors that contributed to the growth of a modern economy.

Clarifications:

Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.W.2.In.o: | Recognize how the modern economy developed, such as from the growth of the early banking system, advancements in agriculture, the rise of the merchant class, and the growth of towns and cities. | | | |
| SS.912.W.2.Su.o: | Recognize a way the modern economy developed, such as from the growth of the early banking system, | | | |

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|---------------------|--------------------|--------------|
| | advancements in agriculture, the rise of the merchant class, or the growth of towns and cities. | | | |
| SS.912.W.2.Pa.o: | Recognize that an economy involves buying and trading goods. | | | |
| Resources: | World History module: Unit 4 Western Europe Civilizations click here | | | |

SS.912.W.2.16: Trace the growth and development of a national identity in the countries of England, France, and Spain.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|---------------------|--------------------|--------------|
| SS.912.W.2.In.p: | Identify characteristics of national identity in England, France, and Spain. | | | |
| SS.912.W.2.Su.p: | Recognize a characteristic of national identity in England, France, and Spain. | | | |
| SS.912.W.2.Pa.p: | Recognize a characteristic of national identity. | | | |
| Resources: | | | | |

SS.912.W.2.17: Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.

Clarifications:

Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.W.2.In.q: | Identify figures, such as Thomas Aquinas and Roger Bacon, and achievements, such as the advancement of education and law, of the medieval period in Western Europe. | | | |
| SS.912.W.2.Su.q: | Recognize an achievement of the medieval period in Western Europe, such as the advancement of education through the universities. | | | |
| SS.912.W.2.Pa.q: | Recognize important components of culture, such as education. | | | |
| Resources: | | | | |

[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.

Clarifications:

Examples are Magna Carta, parliament, habeas corpus.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|------------------------|-----------------------|-----------------|
| SS.912.W.2.In.r: | Recognize that developments in medieval English history established important legal principles, such as English Common law, the Magna Carta, habeas corpus, and the development of modern democratic institutions. | | | |
| SS.912.W.2.Su.r: | Recognize a development in medieval English history that established modern democratic government, such as English Common law or the Magna Carta. | | | |
| SS.912.W.2.Pa.r: | Recognize that people are governed by laws. | | | |

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|------------|--|------------------------|-----------------------|-----------------|
| Resources: | World History module: Unit 4 Western Europe Civilizations click here | | | |

SS.912.W.2.19: Describe the impact of Japan's physiography on its economic and political development.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|------------------------|-----------------------|-----------------|
| SS.912.W.2.In.s: | Identify physical features of Japan that impacted its development. | | | |
| SS.912.W.2.Su.s: | Recognize selected physical features of Japan that impacted its development. | | | |
| SS.912.W.2.Pa.s: | Recognize an impact of a physical feature on a location. | | | |
| Resources: | | | | |

SS.912.W.2.20: Summarize the major cultural, economic, political, and religious developments in medieval Japan.

Clarifications:

Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.W.2.In.t: | Identify major developments in medieval Japan, such as the influence of the religions, feudal system, government, and military. | | | |

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|---------------------|--------------------|--------------|
| SS.912.W.2.Su.t: | Recognize a major development in medieval Japan, such as the influence of the religions, feudal system, government, or military. | | | |
| SS.912.W.2.Pa.t: | Recognize that civilizations change over time. | | | |
| Resources: | World History module: Unit 5 Japan Medieval Civilizations click here | | | |

[SS.912.W.2.21:](#) Compare Japanese feudalism with Western European feudalism during the Middle Ages.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|---------------------|--------------------|--------------|
| SS.912.W.2.In.u: | Identify major developments in medieval Japan, such as the influence of the religions, feudal system, government, and military. | | | |
| SS.912.W.2.Su.u: | Recognize a major development in medieval Japan, such as the influence of the religions, feudal system, government, or military. | | | |
| SS.912.W.2.Pa.u: | Recognize that civilizations change over time. | | | |
| Resources: | World History module: Unit 5 Japan Medieval Civilizations click here | | | |

[SS.912.W.2.22:](#) Describe Japan's cultural and economic relationship to China and Korea.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|---------------------|--------------------|--------------|
| SS.912.W.2.In.v: | Identify an example of Japan's cultural and economic relationship to China and Korea. | | | |
| SS.912.W.2.Su.v: | Recognize an example of Japan's cultural and economic relationship to China and Korea. | | | |
| SS.912.W.2.Pa.v: | Recognize that people in different cultures share customs and practices. | | | |
| Resources: | World History module: Unit 5 Japan Medieval Civilizations click here | | | |

[SS.912.W.3.1:](#) Discuss significant people and beliefs associated with Islam.

Clarifications:

Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|---------------------|--------------------|--------------|
| SS.912.W.3.In.a: | Identify significant people and beliefs associated with Islam, such as Muhammad, Islamic law, and the relationship between government and religion. | | | |
| SS.912.W.3.Su.a: | Recognize a significant person or belief associated with Islam, such as Muhammad or Islamic law. | | | |
| SS.912.W.3.Pa.a: | Recognize that religion influences culture. | | | |
| Resources: | World History module: Unit 2- Roman and Byzantine Empires click here World History module: Unit 3.1 Islamic Civilizations click here | | | |

SS.912.W.3.2: Compare the major beliefs and principles of Judaism, Christianity, and Islam.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|---|---|--------------------------------|-------------------------------|-------------------------|
| <u>SS.912.W.3.In.b:</u> | Identify major differences in beliefs and principles of Judaism, Christianity, and Islam. | | | |
| <u>SS.912.W.3.Su.b:</u> | Recognize a difference in beliefs or principles of Judaism, Christianity, and Islam. | | | |
| <u>SS.912.W.3.Pa.b:</u> | Recognize that there is more than one religion. | | | |
| Resources: | World History module: Unit 3.1 Islamic Civilizations click here | | | |

SS.912.W.3.3: Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|---|--|--------------------------------|-------------------------------|-------------------------|
| <u>SS.912.W.3.In.c:</u> | Recognize effects of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula, such as the Crusades, the capture of Jerusalem, and conversion of the Mongols to Islam. | | | |
| <u>SS.912.W.3.Su.c:</u> | Recognize an effect of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula, such as the spread of Islam. | | | |
| <u>SS.912.W.3.Pa.c:</u> | Recognize that religion influences culture. | | | |
| Resources: | World History module: Unit 3.1 Islamic Civilizations click here | | | |

SS.912.W.3.4: Describe the expansion of Islam into India and the relationship between Muslims and Hindus.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|---|-----------------------|-----------------|
| SS.912.W.3.In.d: | Identify factors that led to the expansion of Islam into India, such as traders, missionary activities, invasions, and the introduction of the Islamic faith to Hindus in India. | | | |
| SS.912.W.3.Su.d: | Recognize a factor that led to the expansion of Islam into India, such as traders, missionary activities, invasions, or the introduction of Islamic faith to Hindus in India. | | | |
| SS.912.W.3.Pa.d: | Recognize that religion influences culture. | | | |
| Resources: | | World History module: Unit 3.1 Islamic Civilizations click here | | |

SS.912.W.3.5: Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.

Clarifications:

Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|------------------------|-----------------------|-----------------|
| SS.912.W.3.In.e: | Recognize achievements, contributions, and key figures associated with the Islamic Golden Age, such as in medicine (Avicenna), mathematics, and philosophy (Averroes). | | | |
| SS.912.W.3.Su.e: | Recognize that achievements in the Islamic Golden Age included advancements in many areas of learning. | | | |

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|---------------------|--------------------|--------------|
| SS.912.W.3.Pa.e: | Recognize an achievement or contribution of Asian, African, or Meso-American civilizations. | | | |
| Resources: | World History module: Unit 3.1 Islamic Civilizations click here | | | |

SS.912.W.3.6: Describe key economic, political, and social developments in Islamic history.

Clarifications:

Examples are growth of the caliphate, division of Sunni and Shi'a, role of trade, dhimmitude, Islamic slave trade.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|---------------------|--------------------|--------------|
| SS.912.W.3.In.f: | Recognize key developments in Islamic history, such as the form of government (caliphate), the formation of different religious groups—Sunni and Shi'a, and the importance of slave trade. | | | |
| SS.912.W.3.Su.f: | Recognize a key development in Islamic history, such as the form of government (caliphate), the formation of different religious groups—Sunni and Shi'a, or the importance of slave trade. | | | |
| SS.912.W.3.Pa.f: | Recognize an achievement or contribution of Asian, African, or Meso-American civilizations. | | | |
| Resources: | World History module: Unit 3.1 Islamic Civilizations click here | | | |

SS.912.W.3.7: Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.

Clarifications:

Examples are Crusades, Reconquista.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|------------------------|-----------------------|-----------------|
| SS.912.W.3.In.g: | Recognize effects of the European response to Islamic expansion, such as the Crusades and Reconquista. | | | |
| SS.912.W.3.Su.g: | Recognize that the Crusades were a key European response to Islamic expansion. | | | |
| SS.912.W.3.Pa.g: | Recognize people fight for their religious beliefs. | | | |
| Resources: | World History module: Unit 3.1 Islamic Civilizations click here | | | |

SS.912.W.3.8: Identify important figures associated with the Crusades.

Clarifications:

Examples are Alexius Comnenus, Pope Urban, Bernard of Clairvaux, Godfrey of Bouillon, Saladin, Richard the Lionheart, Baybars, Louis IX.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|------------------------|-----------------------|-----------------|
| SS.912.W.3.In.h: | Recognize effects of the European response to Islamic expansion, such as the Crusades and Reconquista. | | | |
| SS.912.W.3.Su.h: | Recognize that the Crusades were a key European response to Islamic expansion. | | | |
| SS.912.W.3.Pa.h: | Recognize people fight for their religious beliefs. | | | |
| Resources: | World History module: Unit 3.1 Islamic Civilizations click here | | | |

SS.912.W.3.9: Trace the growth of major sub-Saharan African kingdoms and empires.

Clarifications:

Examples are Ghana, Mali, Songhai.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|---------------------|--------------------|--------------|
| SS.912.W.3.In.i: | Identify the growth of sub-Saharan African kingdoms and empires, such as Ghana, Mali, or Songhai. | | | |
| SS.912.W.3.Su.i: | Recognize the growth of sub-Saharan African kingdoms and empires. | | | |
| SS.912.W.3.Pa.i: | Recognize change of leadership over time. | | | |
| Resources: | | | | |

SS.912.W.3.10: Identify key significant economic, political, and social characteristics of Ghana.

Clarifications:

Examples are salt and gold trade, taxation system, gold monopoly, matrilineal inheritance, griots, ancestral worship, rise of Islam, slavery.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|---------------------|--------------------|--------------|
| SS.912.W.3.In.j: | Recognize significant characteristics of Ghana, such as salt and gold trade, matrilineal inheritance, rise of Islam, and slavery. | | | |
| SS.912.W.3.Su.j: | Recognize a characteristic of Ghana, such as salt and gold trade, matrilineal inheritance, rise of Islam, or slavery. | | | |
| SS.912.W.3.Pa.j: | Recognize an achievement or contribution of Asian, African, or Meso-American civilizations. | | | |
| Resources: | World History module: Unit 3.2 Sub-Saharan African Civilizations click here | | | |

SS.912.W.3.11: Identify key figures and significant economic, political, and social characteristics associated with Mali.

Clarifications:

Examples are Sundiata, Epic of Sundiata, Mansa Musa, Ibn Battuta, gold mining and salt trade, slavery.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|--|--|------------------------|-----------------------|-----------------|
| SS.912.W.3.In.k: | Recognize significant characteristics of Mali, such as gold mining, salt trade, and slavery. | | | |
| SS.912.W.3.Su.k: | Recognize a characteristic of Mali, such as gold mining, salt trade, or slavery. | | | |
| SS.912.W.3.Pa.k: | Recognize an achievement or contribution of Asian, African, or Meso-American civilizations. | | | |
| Resources: World History module: Unit 3.2 Sub-Saharan African Civilizations click here | | | | |

SS.912.W.3.12: Identify key figures and significant economic, political, and social characteristics associated with Songhai.

Clarifications:

Examples are Sunni Ali, Askia Mohammad the Great, gold, salt trade, cowries as a medium of exchange, Sankore University, slavery, professional army, provincial political structure.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.W.3.In.l: | Identify characteristics associated with Songhai, such as gold, salt trade, Sankore University, and provincial political structure. | | | |

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|---------------------|--------------------|--------------|
| SS.912.W.3.Su.I: | Recognize a characteristic associated with Songhai, such as gold, salt trade, Sankore University, or provincial political structure. | | | |
| SS.912.W.3.Pa.I: | Recognize an achievement or contribution of Asian, African, or Meso-American civilizations. | | | |
| Resources: | World History module: Unit 3.2 Sub-Saharan African Civilizations click here | | | |

SS.912.W.3.13: Compare economic, political, and social developments in East, West, and South Africa.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|---------------------|--------------------|--------------|
| SS.912.W.3.In.m: | Recognize major characteristics of developments in East, West, and South Africa. | | | |
| SS.912.W.3.Su.m: | Recognize a major characteristic of developments in East, West, and South Africa. | | | |
| SS.912.W.3.Pa.m: | Recognize an achievement or contribution of Asian, African, or Meso-American civilizations. | | | |
| Resources: | World History module: Unit 3.2 Sub-Saharan African Civilizations click here | | | |

SS.912.W.3.14: Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.

Clarifications:

Examples are disruption of trade, internal political struggles, Islamic invasions.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|---------------------|--------------------|--------------|
| SS.912.W.3.In.n: | Recognize factors that led to the fall of the empires of Ghana, Mali, and Songhai, such as disruption of trade and internal political struggles. | | | |
| SS.912.W.3.Su.n: | Recognize a factor that led to the fall of the empires of Ghana, Mali, and Songhai, such as disruption of trade or internal political struggles. | | | |
| SS.912.W.3.Pa.n: | Recognize change of leadership over time. | | | |
| Resources: | World History module: Unit 3.2 Sub-Saharan African Civilizations click here | | | |

[SS.912.W.3.15:](#) Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|---------------------|--------------------|--------------|
| SS.912.W.3.In.o: | Identify legacies—such as religion, astronomy, and architecture—of the Olmec, Zapotec, and Chavin on later civilizations. | | | |
| SS.912.W.3.Su.o: | Recognize a legacy—such as religion, astronomy, or architecture—of the Olmec, Zapotec, or Chavin on later civilizations. | | | |
| SS.912.W.3.Pa.o: | Recognize an achievement or contribution of Asian, African, or Meso-American civilizations. | | | |
| Resources: | World History module: Unit 3.3 Meso and South American Civilizations click here | | | |

[SS.912.W.3.16:](#) Locate major civilizations of Mesoamerica and Andean South America.

Clarifications:

Examples are Maya, Aztec, Inca.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|------------------------|-----------------------|-----------------|
| SS.912.W.3.In.p: | Recognize major civilizations of Mesoamerica and Andean South America, such as Maya, Aztec, and Inca. | | | |
| SS.912.W.3.Su.p: | Recognize a major civilization of Mesoamerica and Andean South America. | | | |
| SS.912.W.3.Pa.p: | Recognize that there were civilizations in different parts of the world. | | | |
| Resources: | World History module: Unit 3.1 Islamic Civilizations click here Unit 3.3 Meso and South American Civilizations click here | | | |

[SS.912.W.3.17:](#) Describe the roles of people in the Maya, Inca, and Aztec societies.

Clarifications:

Examples are class structure, family life, warfare, religious beliefs and practices, slavery.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.W.3.In.q: | Recognize the roles of people in Maya, Inca, and Aztec societies, such as class structures, family life, warfare, religious beliefs and practices, and slavery. | | | |
| SS.912.W.3.Su.q: | Recognize a role of people in Maya, Inca, and Aztec societies, such as class structures, family life, warfare, religious beliefs and practices, or slavery. | | | |
| SS.912.W.3.Pa.q: | Recognize different roles of people. | | | |

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|------------|--|---------------------|--------------------|--------------|
| Resources: | World History module: Unit 3.1 Islamic Civilizations click here Unit 3.3 Meso and South American Civilizations click here | | | |

SS.912.W.3.18: Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.

Clarifications:

Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|---------------------|--------------------|--------------|
| SS.912.W.3.In.r: | Recognize common characteristics of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, and government. | | | |
| SS.912.W.3.Su.r: | Recognize a common characteristic of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, or government. | | | |
| SS.912.W.3.Pa.r: | Recognize an achievement or contribution of Asian, African, or Meso-American civilizations. | | | |
| Resources: | World History module: Unit 3.3 Meso and South American Civilizations click here | | | |

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.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|---------------------|--------------------|--------------|
| SS.912.W.3.In.s: | Recognize common characteristics of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, and government. | | | |
| SS.912.W.3.Su.s: | Recognize a common characteristic of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, or government. | | | |
| SS.912.W.3.Pa.s: | Recognize an achievement or contribution of Asian, African, or Meso-American civilizations. | | | |
| Resources: | World History module: Unit 3.3 Meso and South American Civilizations click here | | | |

[SS.912.W.4.1:](#) Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|---------------------|--------------------|--------------|
| SS.912.W.4.In.a: | Recognize that Italian city-states had ideal locations on the Italian peninsula that made them grow wealthy through trade and cultural diversity. | | | |
| SS.912.W.4.Su.a: | Recognize that Italian city-states grew wealthy through trade and cultural diversity. | | | |
| SS.912.W.4.Pa.a: | Recognize that trade is a characteristic of society. | | | |
| Resources: | World History module: Unit 6 Renaissance, Reformation, Scientific Revolution, and Age of Exploration click here | | | |

SS.912.W.4.2: Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|--|--|------------------------|-----------------------|-----------------|
| SS.912.W.4.In.b: | Recognize an influence of architectural, artistic, and literary development of Renaissance Italy. | | | |
| SS.912.W.4.Su.b: | Recognize that artistic, literary, and technological accomplishments are distinctive characteristics of societies. | | | |
| SS.912.W.4.Pa.b: | Recognize that architecture is a characteristic of society. | | | |
| Resources: World History module: Unit 6 Renaissance, Reformation, Scientific Revolution, and Age of Exploration click here | | | | |

SS.912.W.4.3: Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.

Clarifications:

Examples are Petrarch, Brunelleschi, Giotto, the Medici Family, Michelangelo, Leonardo da Vinci, Erasmus, Thomas More, Machiavelli, Shakespeare, Gutenberg, El Greco, Artemisia Gentileschi, Van Eyck.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.W.4.In.c: | Recognize the artistic, literary and technological contributions during the Renaissance of artists, such as da Vinci and Michelangelo; of writers, such as Petrarch and Shakespeare; and of inventors, such as Gutenberg. | | | |
| SS.912.W.4.Su.c: | Recognize a development of the Renaissance, such as the work of artists, like Michelangelo and da Vinci; writers, like Shakespeare; or inventors, like Gutenberg. | | | |

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.W.4.Pa.c: | Recognize that art is a characteristic of society. | | | |
| Resources: | World History module: Unit 6 Renaissance, Reformation, Scientific Revolution, and Age of Exploration click here | | | |

SS.912.W.4.4: Identify characteristics of Renaissance humanism in works of art.

Clarifications:

Examples are influence of classics, School of Athens.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.W.4.In.d: | Recognize characteristics of Renaissance humanism in literature and the arts. | | | |
| SS.912.W.4.Su.d: | Recognize that works of art reflect the culture and values of their society. | | | |
| SS.912.W.4.Pa.d: | Recognize that art is a characteristic of society. | | | |
| Resources: | World History module: Unit 6 Renaissance, Reformation, Scientific Revolution, and Age of Exploration click here | | | |

SS.912.W.4.5: Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.W.4.In.e: | Recognize new ideas developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, the scientific method, and the microscope. | | | |

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|---------------------|--------------------|--------------|
| SS.912.W.4.Su.e: | Recognize a new idea developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, or the microscope. | | | |
| SS.912.W.4.Pa.e: | Recognize the impact of science on civilization. | | | |
| Resources: | World History module: Unit 6 Renaissance, Reformation, Scientific Revolution, and Age of Exploration click here | | | |

[SS.912.W.4.6:](#) Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|---------------------|--------------------|--------------|
| SS.912.W.4.In.f: | Recognize new ideas developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, the scientific method, and the microscope. | | | |
| SS.912.W.4.Su.f: | Recognize a new idea developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, or the microscope. | | | |
| SS.912.W.4.Pa.f: | Recognize the impact of science on civilization. | | | |
| Resources: | World History module: Unit 6 Renaissance, Reformation, Scientific Revolution, and Age of Exploration click here | | | |

[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.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.W.4.In.g: | Recognize the impact of the Roman Catholic reformers, such as Erasmus, Wycliffe, or Huss. | | | |
| SS.912.W.4.Su.g: | Recognize that reformers challenged the beliefs of the Roman Catholic Church. | | | |
| SS.912.W.4.Pa.g: | Recognize that people may change their beliefs. | | | |
| Resources: | World History module: Unit 6 Renaissance, Reformation, Scientific Revolution, and Age of Exploration click here | | | |

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.

Clarifications:

Examples are Catholic and Counter Reformation, political and religious fragmentation, military conflict, expansion of capitalism.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.W.4.In.h: | Recognize characteristics of the Protestant religious reforms of Luther, Calvin, and Henry VIII. | | | |
| SS.912.W.4.Su.h: | Recognize that reformers challenged the beliefs of the Roman Catholic Church. | | | |
| SS.912.W.4.Pa.h: | Recognize that people may change their beliefs. | | | |
| Resources: | World History module: Unit 6 Renaissance, Reformation, Scientific Revolution, and Age of Exploration click here | | | |

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.

Clarifications:

Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.W.4.In.i: | Recognize the reforms that were enacted by the Roman Catholic Church during the Catholic Counter Reformation. | | | |
| SS.912.W.4.Su.i: | Recognize that reformers challenged the beliefs of the Roman Catholic Church. | | | |
| SS.912.W.4.Pa.i: | Recognize that people may change their beliefs. | | | |
| Resources: | World History module: Unit 6 Renaissance, Reformation, Scientific Revolution, and Age of Exploration click here | | | |

SS.912.W.4.10: Identify the major contributions of individuals associated with the Scientific Revolution.

Clarifications:

Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.W.4.In.j: | Recognize new ideas developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, the scientific method, and the microscope. | | | |
| SS.912.W.4.Su.j: | Recognize a new idea developed during the Scientific Revolution, such as the discovery that the Earth and | | | |

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|---------------------|--------------------|--------------|
| | planets revolve around the Sun, the pendulum, the law of gravity, or the microscope. | | | |
| SS.912.W.4.Pa.j: | Recognize the impact of science on civilization. | | | |
| Resources: | World History module: Unit 6 Renaissance, Reformation, Scientific Revolution, and Age of Exploration click here | | | |

[SS.912.W.4.11:](#) Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|---------------------|--------------------|--------------|
| SS.912.W.4.In.k: | Recognize causes that led to the Age of Exploration, such as the need for new routes and goods to trade. | | | |
| SS.912.W.4.Su.k: | Recognize why explorers came to the New World, such as to find routes for trade. | | | |
| SS.912.W.4.Pa.k: | Recognize a cause for exploration. | | | |
| Resources: | World History module: Unit 6 Renaissance, Reformation, Scientific Revolution, and Age of Exploration click here | | | |

[SS.912.W.4.12:](#) Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|--------------------------------|-------------------------------|-------------------------|
| SS.912.W.4.In.I: | Recognize impacts of the Columbian Exchange, such as the exchange of agricultural goods, diseases, and ideas between Europe, Africa, and the Americas. | | | |
| SS.912.W.4.Su.I: | Recognize an impact of the Columbian Exchange, such as the exchange of agricultural goods, diseases, or ideas between Europe, Africa, and the Americas. | | | |
| SS.912.W.4.In.I: | Recognize impacts of the Columbian Exchange, such as the exchange of agricultural goods, diseases, and ideas between Europe, Africa, and the Americas. | | | |
| Resources: | World History module: Unit 6 Renaissance, Reformation, Scientific Revolution, and Age of Exploration click here | | | |

[SS.912.W.4.13:](#) Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|--------------------------------|-------------------------------|-------------------------|
| SS.912.W.4.In.m: | Recognize ways the economic and political systems of European countries were used in the Americas. | | | |
| SS.912.W.4.Su.m: | Recognize that European countries influenced the economic or political systems in the Americas. | | | |
| SS.912.W.4.Pa.m: | Recognize that people value traditional ways of life. | | | |
| Resources: | World History module: Unit 6 Renaissance, Reformation, Scientific Revolution, and Age of Exploration click here | | | |

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.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|---|-----------------------|-----------------|
| SS.912.W.4.In.n: | Recognize how the practice of slavery and other forms of forced labor differed in Africa, Europe, and the Americas. | | | |
| SS.912.W.4.Su.n: | Recognize that slavery and forced labor were used in Africa, Europe, and the Americas. | | | |
| SS.912.W.4.Pa.n: | Recognize that slaves did not have freedom. | | | |
| Resources: | | World History module: Unit 6 Renaissance, Reformation, Scientific Revolution, and Age of Exploration click here | | |

SS.912.W.4.15: Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|---|-----------------------|-----------------|
| SS.912.W.4.In.o: | Recognize how the practice of slavery and other forms of forced labor differed in Africa, Europe, and the Americas. | | | |
| SS.912.W.4.Su.o: | Recognize that slavery and forced labor were used in Africa, Europe, and the Americas. | | | |
| SS.912.W.4.Pa.o: | Recognize that slaves did not have freedom. | | | |
| Resources: | | World History module: Unit 6 Renaissance, Reformation, Scientific Revolution, and Age of Exploration click here | | |

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.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|--|---|------------------------|-----------------------|-----------------|
| SS.912.W.5.In.a: | Identify differences between constitutional monarchies and absolute monarchies in Europe. | | | |
| SS.912.W.5.Su.a: | Recognize that a constitutional government can limit the powers of a king or queen. | | | |
| SS.912.W.5.Pa.a: | Recognize a king or queen as a leader. | | | |
| Resources: World History module: Unit 7- The Enlightenment and its impact on the American, French and other Revolutions click here | | | | |

SS.912.W.5.2: Identify major causes of the Enlightenment.

Clarifications:

Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|--|--|------------------------|-----------------------|-----------------|
| SS.912.W.5.In.b: | Recognize influences of the Enlightenment, such as the Renaissance, Scientific Revolution, and Reformation. | | | |
| SS.912.W.5.Su.b: | Recognize an influence of the Enlightenment, such as the Renaissance, Scientific Revolution, or Reformation. | | | |
| SS.912.W.5.Pa.b: | Recognize that leaders can influence people. | | | |
| Resources: World History module: Unit 7- The Enlightenment and its impact on the American, French and other Revolutions click here | | | | |

SS.912.W.5.3: Summarize the major ideas of Enlightenment philosophers.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.W.5.In.c: | Recognize major ideas of Enlightenment philosophers, such as the importance of a government and natural rights. | | | |
| SS.912.W.5.Su.c: | Recognize a major idea of Enlightenment philosophers, such as the importance of a government or natural rights. | | | |
| SS.912.W.5.Pa.c: | Recognize that leaders can influence people. | | | |
| Resources: | World History module: Unit 7- The Enlightenment and its impact on the American, French and other Revolutions click here | | | |

SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.W.5.In.d: | Identify ways the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics and religious freedom. | | | |
| SS.912.W.5.Su.d: | Recognize a way the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics or religious freedom. | | | |

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.W.5.Pa.d: | Recognize an example of equality and freedom. | | | |
| Resources: | World History module: Unit 7- The Enlightenment and its impact on the American, French and other Revolutions click here | | | |

SS.912.W.5.5: Analyze the extent to which the Enlightenment impacted the American and French Revolutions.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.W.5.In.e: | Identify ways the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics and religious freedom. | | | |
| SS.912.W.5.Su.e: | Recognize a way the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics or religious freedom. | | | |
| SS.912.W.5.Pa.e: | Recognize an example of equality and freedom. | | | |
| Resources: | World History module: Unit 7- The Enlightenment and its impact on the American, French and other Revolutions click here | | | |

SS.912.W.5.6: Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|---------------------|--------------------|--------------|
| SS.912.W.5.In.f: | Recognize effects of the French Revolution, including the rise and rule of Napoleon. | | | |
| SS.912.W.5.Su.f: | Recognize an effect of the French Revolution. | | | |
| SS.912.W.5.Pa.f: | Recognize an example of equality and freedom. | | | |
| Resources: | World History module: Unit 7- The Enlightenment and its impact on the American, French and other Revolutions click here | | | |

[SS.912.W.5.7:](#) Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|---------------------|--------------------|--------------|
| SS.912.W.5.In.g: | Recognize effects of the Latin American and Caribbean independence movements. | | | |
| SS.912.W.5.Su.g: | Recognize that Latin American and Caribbean countries achieved independence. | | | |
| SS.912.W.5.Pa.g: | Recognize that people fight for freedom. | | | |
| Resources: | World History module: Unit 7- The Enlightenment and its impact on the American, French and other Revolutions click here | | | |

[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.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|--------------------------------|-------------------------------|-------------------------|
| SS.912.W.6.In.a: | Recognize technological innovations that led to industrialization in Western Europe, the United States, and Japan. | | | |
| SS.912.W.6.Su.a: | Recognize a technological innovation that led to industrialization in Western Europe, the United States, and Japan. | | | |
| SS.912.W.6.Pa.a: | Recognize the impact of inventions. | | | |
| Resources: | World History module: Unit 8 Nationalism, Industrialism, Imperialism and the Great War Period click here | | | |

SS.912.W.6.2: Summarize the social and economic effects of the Industrial Revolution.

Clarifications:

Examples are urbanization, increased productivity and wealth, rise of the middle class, conditions faced by workers, rise of labor unions, expansion of colonialism.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|--------------------------------|-------------------------------|-------------------------|
| SS.912.W.6.In.b: | Recognize effects of the Industrial Revolution, such as increased productivity, the rise of the middle class, and the conditions faced by workers. | | | |
| SS.912.W.6.Su.b: | Recognize an effect of the Industrial Revolution, such as increased productivity, the rise of the middle class, or the conditions faced by workers. | | | |
| SS.912.W.6.Pa.b: | Recognize a social or economic benefit of work. | | | |

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|------------|---|------------------------|-----------------------|-----------------|
| Resources: | World History module: Unit 8 Nationalism, Industrialism, Imperialism and the Great War Period click here | | | |

SS.912.W.6.3: Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|------------------------|-----------------------|-----------------|
| SS.912.W.6.In.c: | Recognize the major differences between capitalism and communism. | | | |
| SS.912.W.6.Su.c: | Recognize that private individuals or government can own businesses. | | | |
| SS.912.W.6.Pa.c: | Recognize that businesses are owned by people. | | | |
| Resources: | World History module: Unit 8 Nationalism, Industrialism, Imperialism and the Great War Period click here | | | |

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.

Clarifications:

Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|--------------------------------|-------------------------------|-------------------------|
| SS.912.W.6.In.d: | Recognize effects of reform movements, such as abolition of slavery in the British Empire, expansion of women’s rights, and labor laws. | | | |
| SS.912.W.6.Su.d: | Recognize an effect of reform movements, such as abolition of slavery in the British Empire, expansion of women’s rights, or labor laws. | | | |
| SS.912.W.6.Pa.d: | Recognize a characteristic of equality and freedom. | | | |
| Resources: | World History module: Unit 8 Nationalism, Industrialism, Imperialism and the Great War Period click here | | | |

[SS.912.W.6.5:](#) Summarize the causes, key events, and effects of the unification of Italy and Germany.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|--------------------------------|-------------------------------|-------------------------|
| SS.912.W.6.In.e: | Recognize the effect of the unification of both Italy and Germany, such as the establishment of two countries with strong senses of patriotism and national pride. | | | |
| SS.912.W.6.Su.e: | Recognize a beneficial effect of the unification of separate nations or states into one country, such as national pride. | | | |
| SS.912.W.6.Pa.e: | Recognize the benefit of people or countries working together to achieve a goal. | | | |
| Resources: | World History module: Unit 8 Nationalism, Industrialism, Imperialism and the Great War Period click here | | | |

SS.912.W.6.6: Analyze the causes and effects of imperialism.

Clarifications:

Examples are social impact on indigenous peoples, the Crimean War, development of the Suez Canal, Spheres of Influence)

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|------------------------|-----------------------|-----------------|
| SS.912.W.6.In.f: | Recognize effects of imperialism, such as social and religious impact on indigenous peoples, expansion of political and economic control of other countries, and perceived superiority of Western ways. | | | |
| SS.912.W.6.Su.f: | Recognize an effect of imperialism, such as social and religious impact on indigenous peoples, expansion of political and economic control of other countries, or perceived superiority of Western ways. | | | |
| SS.912.W.6.Pa.f: | Recognize a characteristic of domination of one group over another. | | | |
| Resources: | World History module: Unit 8 Nationalism, Industrialism, Imperialism and the Great War Period click here | | | |

SS.912.W.6.7: Identify major events in China during the 19th and early 20th centuries related to imperialism.

Clarifications:

Examples are Western incursions, Opium Wars, Taiping and Boxer Rebellions, nationalist revolution.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|------------------------|-----------------------|-----------------|
| SS.912.W.6.In.g: | Recognize major events in China, such as the Western incursions and the nationalist revolution and formation of the Republic of China. | | | |

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|---------------------|--------------------|--------------|
| SS.912.W.6.Su.g: | Recognize a major event in China, such as the nationalist revolution and formation of the Republic of China. | | | |
| SS.912.W.6.Pa.g: | Recognize a cause of change in government. | | | |
| Resources: | World History module: Unit 8 Nationalism, Industrialism, Imperialism and the Great War Period click here | | | |

[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.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|---------------------|--------------------|--------------|
| SS.912.W.7.In.a: | Recognize major causes of World War I, such as imperialism, nationalism, and militarism, and the formation of European alliances. | | | |
| SS.912.W.7.Su.a: | Recognize a cause of World War I, such as imperialism, nationalism, militarism, or the formation of European alliances. | | | |
| SS.912.W.7.Pa.a: | Recognize a reason for forming an alliance. | | | |
| Resources: | World History module: Unit 8 Nationalism, Industrialism, Imperialism and the Great War Period click here | | | |

[SS.912.W.7.2:](#) Describe the changing nature of warfare during World War I.

Clarifications:

Examples are the impact of industrialization, use of total war, trench warfare, destruction of the physical landscape and human life.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|------------------------|-----------------------|-----------------|
| SS.912.W.7.In.b: | Identify the changing nature of warfare during World War I, such as the use of new weapons and strategies and increased destruction of the land and human life. | | | |
| SS.912.W.7.Su.b: | Recognize the changing nature of warfare during World War I, such as the use of new weapons and strategies and increased destruction of the land and human life. | | | |
| SS.912.W.7.Pa.b: | Recognize a characteristic of warfare during World War I. | | | |
| Resources: | World History module: Unit 8 Nationalism, Industrialism, Imperialism and the Great War Period click here | | | |

SS.912.W.7.3: Summarize significant effects of World War I.

Clarifications:

Examples are collapse of the Romanov dynasty, creation of the Weimar Republic, dissolution of the German, Russian, Austro-Hungarian and Ottoman empires, Armenian Genocide, Balfour Declaration, Treaty of Versailles.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|------------------------|-----------------------|-----------------|
| SS.912.W.7.In.c: | Recognize the important effects of World War I, such as the breakup of empires into separate countries and the Treaty of Versailles. | | | |
| SS.912.W.7.Su.c: | Recognize an effect of World War I, such as the breakup of empires into separate countries. | | | |

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|------------------------|-----------------------|-----------------|
| SS.912.W.7.Pa.c: | Recognize an effect of war. | | | |
| Resources: | World History module: Unit 8 Nationalism, Industrialism, Imperialism and the Great War Period click here | | | |

[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.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|------------------------|-----------------------|-----------------|
| SS.912.W.7.In.d: | Identify effects of the German economic crisis and global depression, such as closing of businesses and banks, loss of jobs, poverty, and how governments responded. | | | |
| SS.912.W.7.Su.d: | Recognize effects of the German economic crisis and global depression, such as closing of businesses and banks, loss of jobs, and poverty. | | | |
| SS.912.W.7.Pa.d: | Recognize an effect of economic depression. | | | |
| Resources: | World History module: Unit 8 Nationalism, Industrialism, Imperialism and the Great War Period click here | | | |

[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.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|---------------------|--------------------|--------------|
| SS.912.W.7.In.e: | Recognize why authoritarian governments came to power in the Soviet Union, Italy, Germany, and Spain. | | | |
| SS.912.W.7.Su.e: | Recognize a reason that authoritarian governments came to power in Europe after the depression. | | | |
| SS.912.W.7.Pa.e: | Recognize an effect of economic depression. | | | |
| Resources: | World History module: Unit 8 Nationalism, Industrialism, Imperialism and the Great War Period click here | | | |

[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.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|---------------------|--------------------|--------------|
| SS.912.W.7.In.f: | Recognize that the Soviet Union and Nazi Germany used mass terror and restriction of individual rights in order to control their people. | | | |
| SS.912.W.7.Su.f: | Recognize that some governments used mass terror and restriction of individual rights in order to control their people. | | | |
| SS.912.W.7.Pa.f: | Recognize an individual right. | | | |
| Resources: | World History module: Unit 8 Nationalism, Industrialism, Imperialism and the Great War Period click here | | | |

[SS.912.W.7.7:](#) Trace the causes and key events related to World War II.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|--------------------------------|-------------------------------|-------------------------|
| SS.912.W.7.In.g: | Recognize the causes of World War II and the major events in the war, such as rise of totalitarian governments, conquest of countries in Europe, and Japanese invasion of China; and the bombing of Pearl Harbor, Battle of Midway, and D-Day invasion. | | | |
| SS.912.W.7.Su.g: | Recognize a major cause and event of World War II, such as expansion of control of dictators and bombing of Pearl Harbor. | | | |
| SS.912.W.7.Pa.g: | Recognize a characteristic of world wars. | | | |
| Resources: | World History module: Unit 8 Nationalism, Industrialism, Imperialism and the Great War Period click here | | | |

[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.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|--------------------------------|-------------------------------|-------------------------|
| SS.912.W.7.In.h: | Recognize major effects of the Holocaust, including the Nazi dehumanization of Jews and other victims. | | | |
| SS.912.W.7.Su.h: | Recognize an effect of the Holocaust, including the Nazi dehumanization of Jews and other victims. | | | |
| SS.912.W.7.Pa.h: | Recognize a characteristic of discrimination. | | | |
| Resources: | World History module: Unit 8 Nationalism, Industrialism, Imperialism and the Great War Period click here | | | |

SS.912.W.7.9: Identify the wartime strategy and post-war plans of the Allied leaders.

Clarifications:

Examples are Churchill, Roosevelt, Stalin.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|---|--|--------------------------------|-------------------------------|-------------------------|
| <u>SS.912.W.7.In.i:</u> | Recognize the wartime strategies and post-war plans that were developed by the Allied leaders, such as Churchill, Roosevelt, and Stalin. | | | |
| <u>SS.912.W.7.Su.i:</u> | Recognize that Allied leaders worked together to plan wartime strategies and create plans after World War II. | | | |
| <u>SS.912.W.7.Pa.i:</u> | Recognize that leaders work together during and after war. | | | |
| Resources: | World History module: Unit 8 Nationalism, Industrialism, Imperialism and the Great War Period click here | | | |

SS.912.W.7.10: Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|---|---|--------------------------------|-------------------------------|-------------------------|
| <u>SS.912.W.7.In.j:</u> | Recognize that President Truman's decision to drop the atomic bombs on Japan ended the war but led to the beginning of the nuclear arms race. | | | |
| <u>SS.912.W.7.Su.j:</u> | Recognize that the United States dropped atomic bombs on Japan and ended the war. | | | |
| <u>SS.912.W.7.Pa.j:</u> | Recognize a characteristic of warfare during World War II. | | | |

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|------------|--|------------------------|-----------------------|-----------------|
| Resources: | World History module: Unit 8 Nationalism, Industrialism, Imperialism and the Great War Period click here | | | |

SS.912.W.7.11: Describe the effects of World War II.

Clarifications:

Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.W.7.In.k: | Recognize effects of World War II, such as death of soldiers and civilians, destruction of land and property, and creation of the United Nations. | | | |
| SS.912.W.7.Su.k: | Recognize an effect of World War II, such as death of soldiers and civilians or the creation of the United Nations. | | | |
| SS.912.W.7.Pa.k: | Recognize an effect of war. | | | |
| Resources: | World History module: Unit 8 Nationalism, Industrialism, Imperialism and the Great War Period click here | | | |

SS.912.W.8.1: Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|--------------------------------|-------------------------------|-------------------------|
| SS.912.W.8.In.a: | Recognize that the countries of NATO aligned with the United States and countries in the Warsaw Pact aligned with the Soviet Union after World War II. | | | |
| SS.912.W.8.Su.a: | Recognize that countries aligned with the United States or the Soviet Union after World War II. | | | |
| SS.912.W.8.Pa.a: | Recognize a characteristic of an alliance. | | | |
| Resources: | | | | |

SS.912.W.8.2: Describe characteristics of the early Cold War.

Clarifications:

Examples are containment policy, Truman Doctrine, Marshall Plan, NATO, Iron Curtain, Berlin Airlift, Warsaw Pact.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|--------------------------------|-------------------------------|-------------------------|
| SS.912.W.8.In.b: | Identify characteristics of the early Cold War, such as the Truman Doctrine, Marshall Plan, NATO, and the Iron Curtain. | | | |
| SS.912.W.8.Su.b: | Recognize characteristics of the early Cold War, such as fear of communism, formation of alliances, and division of the free world from the communists. | | | |
| SS.912.W.8.Pa.b: | Recognize a characteristic of an alliance. | | | |
| Resources: | | | | |

SS.912.W.8.3: Summarize key developments in post-war China.

Clarifications:

Examples are Chinese Civil War, communist victory, Great Leap Forward, Cultural Revolution, China's subsequent rise as a world power.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|---|---|--------------------------------|-------------------------------|-------------------------|
| <u>SS.912.W.8.In.c:</u> | Identify that China became a world power after the communists defeated the nationalists in the Chinese Civil War. | | | |
| <u>SS.912.W.8.Su.c:</u> | Recognize that China became a world power after the communists took over the government. | | | |
| <u>SS.912.W.8.Pa.c:</u> | Recognize a result of change in government. | | | |
| Resources: | | | | |

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.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|---|---|--------------------------------|-------------------------------|-------------------------|
| <u>SS.912.W.8.In.d:</u> | Identify effects of the arms race, such as increased weapons and armies. | | | |
| <u>SS.912.W.8.Su.d:</u> | Recognize effects of the arms race, such as increased weapons and armies. | | | |
| <u>SS.912.W.8.Pa.d:</u> | Recognize a characteristic of national defense. | | | |
| Resources: | | | | |

SS.912.W.8.5: Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.

Clarifications:

Examples are the arms race, Soviet invasion of Afghanistan, growing internal resistance to communism, perestroika and glasnost, United States influence.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|---|--|--------------------------------|-------------------------------|-------------------------|
| <u>SS.912.W.8.In.e:</u> | Recognize factors that led to the fall of communism in the Soviet Union and Eastern Europe, such as the arms race and resistance by the citizens within the countries. | | | |
| <u>SS.912.W.8.Su.e:</u> | Recognize a factor that led to the fall of communism in the Soviet Union and Eastern Europe was the resistance by the citizens within the countries. | | | |
| <u>SS.912.W.8.Pa.e:</u> | Recognize that government can change. | | | |

Resources:

[SS.912.W.8.6:](#) 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.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|---|--|--------------------------------|-------------------------------|-------------------------|
| <u>SS.912.W.8.In.f:</u> | Recognize a reason why Israel became a country and characteristics of conflicts between Israel and the Arab world. | | | |
| <u>SS.912.W.8.Su.f:</u> | Recognize a reason why Israel became a country. | | | |
| <u>SS.912.W.8.Pa.f:</u> | Recognize a characteristic of national independence. | | | |

Resources:

[SS.912.W.8.7:](#) Compare post-war independence movements in African, Asian, and Caribbean countries.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|---------------------|--------------------|--------------|
| SS.912.W.8.In.g: | Identify post-war independence movements in African, Asian, or Caribbean colonies. | | | |
| SS.912.W.8.Su.g: | Recognize that African, Asian, and Caribbean colonies moved toward independence after World War II. | | | |
| SS.912.W.8.Pa.g: | Recognize a characteristic of national independence. | | | |

Resources:

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.

Clarifications:

Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|---------------------|--------------------|--------------|
| SS.912.W.8.In.h: | Recognize the goals of nationalist leaders, such as Mahatma Ghandi, Fidel Castro, and Gamal Abdel Nasser, in the post-war era. | | | |
| SS.912.W.8.Su.h: | Recognize a goal of selected nationalist leaders, such as Mahatma Ghandi, Fidel Castro, and Gamal Abdel Nasser, in the post-war era. | | | |
| SS.912.W.8.Pa.h: | Recognize a characteristic of leadership. | | | |

Resources:

SS.912.W.8.9: Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.W.8.In.i: | Identify post-war independence movements in African, Asian, or Caribbean colonies. | | | |
| SS.912.W.8.Su.i: | Recognize that African, Asian, and Caribbean colonies moved toward independence after World War II. | | | |
| SS.912.W.8.Pa.i: | Recognize a characteristic of national independence. | | | |
| Resources: | | | | |

[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.

Clarifications:

Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|------------------------|-----------------------|-----------------|
| SS.912.W.8.In.j: | Recognize impacts of religious fundamentalism and other factors in the Middle East, such as the Iranian Revolution, armed warriors (Mujahideen) in Afghanistan, and the Persian Gulf War. | | | |
| SS.912.W.8.Su.j: | Recognize an impact of religious fundamentalism or other factors in the Middle East, such as the Iranian Revolution, armed warriors (Mujahideen) in Afghanistan, or the Persian Gulf War. | | | |
| SS.912.W.8.Pa.j: | Recognize a cause of conflict. | | | |
| Resources: | | | | |

SS.912.W.9.1: Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

Clarifications:

Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|---|--|--------------------------------|-------------------------------|-------------------------|
| <u>SS.912.W.9.In.a:</u> | Recognize selected major scientists, their important discoveries, and their impact on everyday life. | | | |
| <u>SS.912.W.9.Su.a:</u> | Recognize a selected major scientist, the important discovery, and the impact on everyday life. | | | |
| <u>SS.912.W.9.Pa.a:</u> | Recognize an effect of scientific discovery. | | | |
| Resources: | | | | |

SS.912.W.9.2: Describe the causes and effects of post-World War II economic and demographic changes.

Clarifications:

Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in expectations for standards of living.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|---|---|--------------------------------|-------------------------------|-------------------------|
| <u>SS.912.W.9.In.b:</u> | Recognize effects of post-World War II economic changes, such as medical and technological advances, increased consumption, and rise in expectations for standards of living. | | | |
| <u>SS.912.W.9.Su.b:</u> | Recognize an effect of post-World War II economic changes, such as medical and technological advances, | | | |

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|---------------------|--------------------|--------------|
| | increased consumption, or rise in expectations for standards of living. | | | |
| SS.912.W.9.Pa.b: | Recognize an effect of economic growth. | | | |
| Resources: | | | | |

[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.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|---------------------|--------------------|--------------|
| SS.912.W.9.In.c: | Recognize that governmental policies and economic, religious, and other cultural factors have contributed to acts of discrimination and ethnic cleansing (genocide) in some countries. | | | |
| SS.912.W.9.Su.c: | Recognize that different factors have contributed to acts of discrimination and ethnic cleansing (genocide) in some countries. | | | |
| SS.912.W.9.Pa.c: | Recognize an effect of discrimination. | | | |
| Resources: | | | | |

[SS.912.W.9.4:](#) Describe the causes and effects of twentieth century nationalist conflicts.

Clarifications:

Examples are Cyprus, Kashmir, Tibet, Northern Ireland.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|--------------------------------|-------------------------------|-------------------------|
| SS.912.W.9.In.d: | Recognize that governmental policies and economic, religious, and other cultural factors have contributed to acts of discrimination and ethnic cleansing (genocide) in some countries. | | | |
| SS.912.W.9.Su.d: | Recognize that different factors have contributed to acts of discrimination and ethnic cleansing (genocide) in some countries. | | | |
| SS.912.W.9.Pa.d: | Recognize an effect of discrimination. | | | |
| Resources: | | | | |

[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.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|--------------------------------|-------------------------------|-------------------------|
| SS.912.W.9.In.e: | Identify the impacts of the spread of diseases on groups in developing countries. | | | |
| SS.912.W.9.Su.e: | Recognize the impacts of the spread of diseases on groups in developing countries. | | | |
| SS.912.W.9.Pa.e: | Recognize that diseases can spread. | | | |
| Resources: | | | | |

[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.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|--|--------------------------------|-------------------------------|-------------------------|
| SS.912.W.9.In.f: | Recognize ways nations participate in global trade and trade agreements with other countries. | | | |
| SS.912.W.9.Su.f: | Recognize a way a nation participates in global trade and trade agreements with other countries. | | | |
| SS.912.W.9.Pa.f: | Recognize a characteristic of global trade. | | | |
| Resources: | | | | |

SS.912.W.9.7: Describe the impact of and global response to international terrorism.

Related Access Points

| Name | Description | Date(s) Instruction | Date(s) Assessment | Date Mastery |
|----------------------------------|---|--------------------------------|-------------------------------|-------------------------|
| SS.912.W.9.In.g: | Recognize selected impacts and responses to threats of international terrorism. | | | |
| SS.912.W.9.Su.g: | Recognize an impact and response to threats of international terrorism. | | | |
| SS.912.W.9.Pa.g: | Recognize a characteristic of terrorism. | | | |
| Resources: | | | | |

General Course Information and Notes

VERSION DESCRIPTION

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>.

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators:

http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.