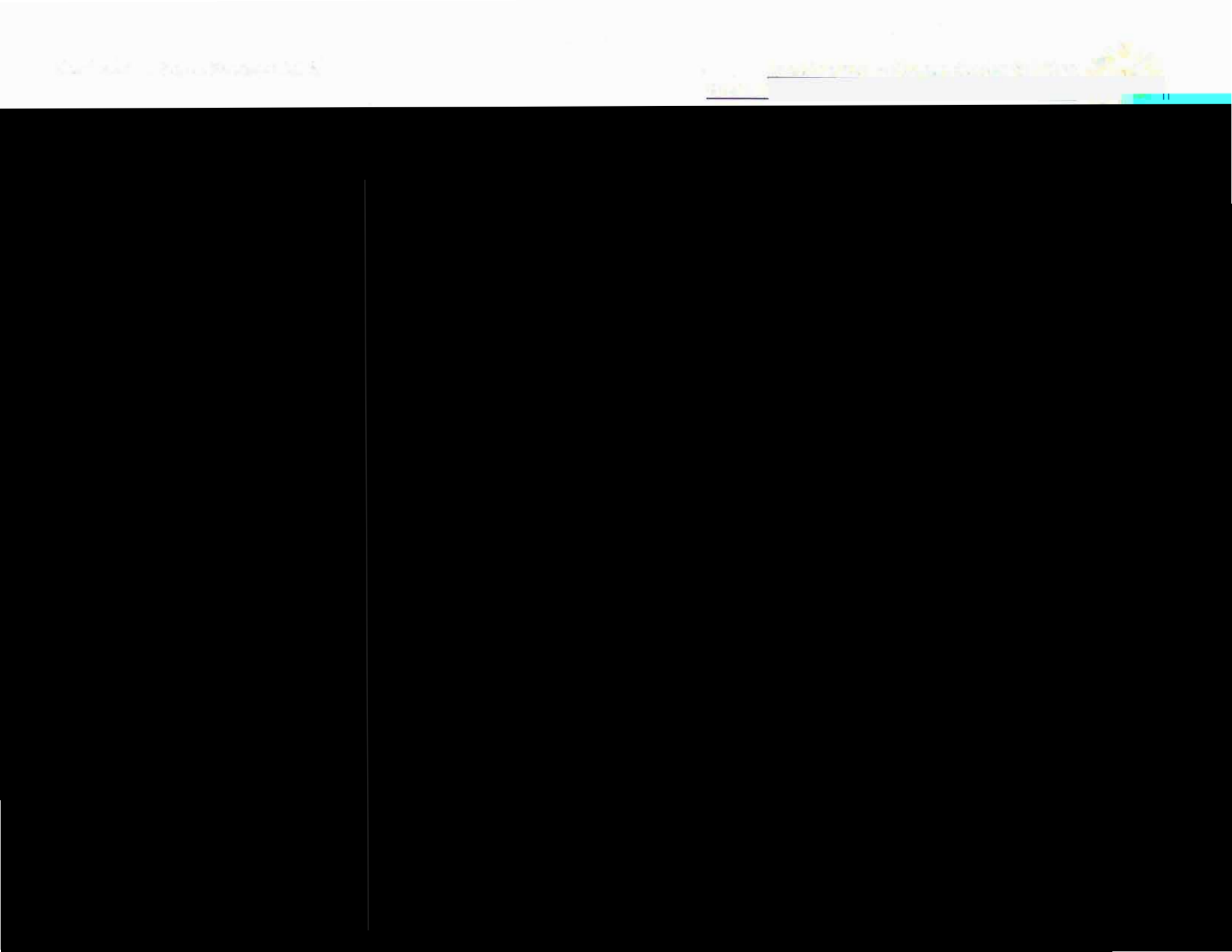
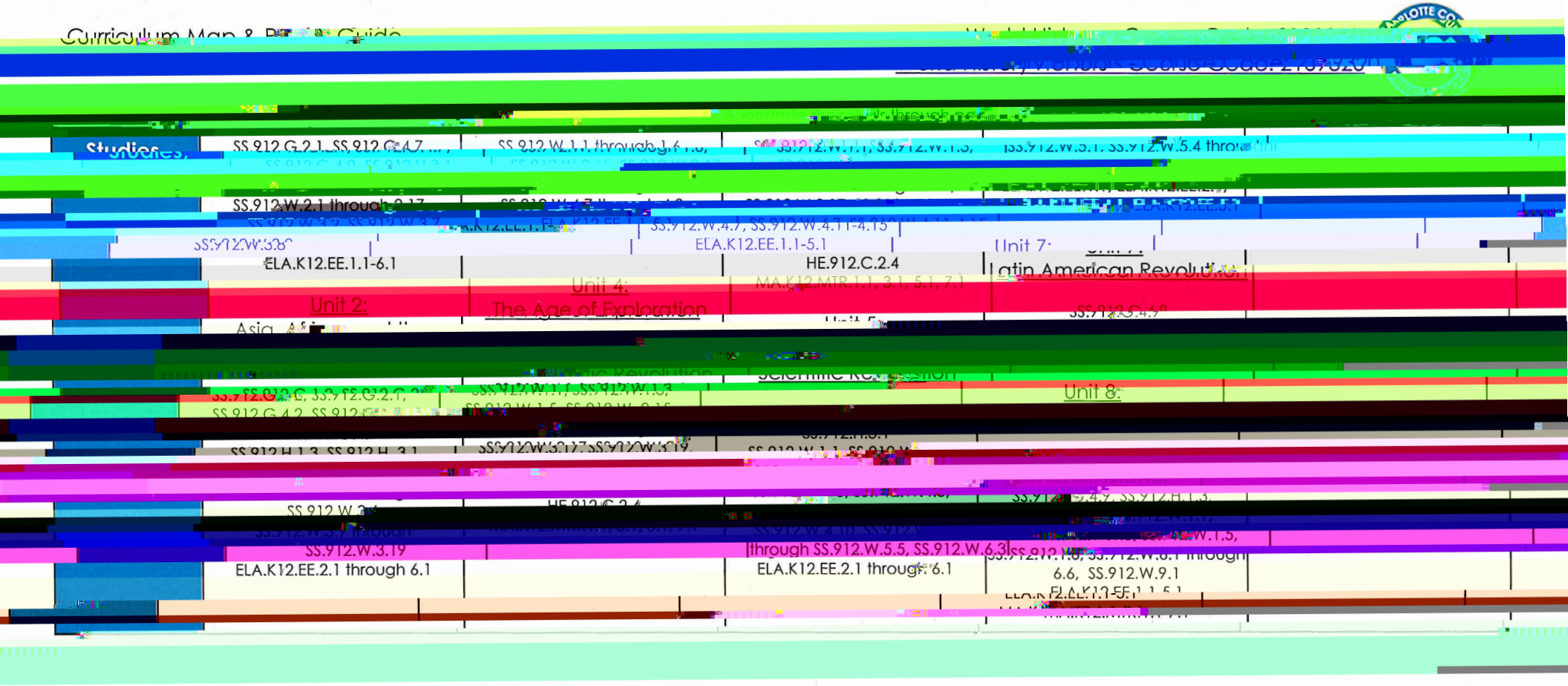
The Curriculum Map and Pacing Guide will be reviewed and revised if necessary every year.



Focus	Unit 1:	Unit 3:	Unit 4:	Unit 6:	Unit 8:
Authentic Primary	Unit 1:	Unit 3:	Unit 4:	Unit 6:	Unit 8:
	Unit 2:	Unit 4:	Unit 5:	Unit 7:	

**Students taking World History Honors #2109320 will be [illegible] in a capstone research based paper/project

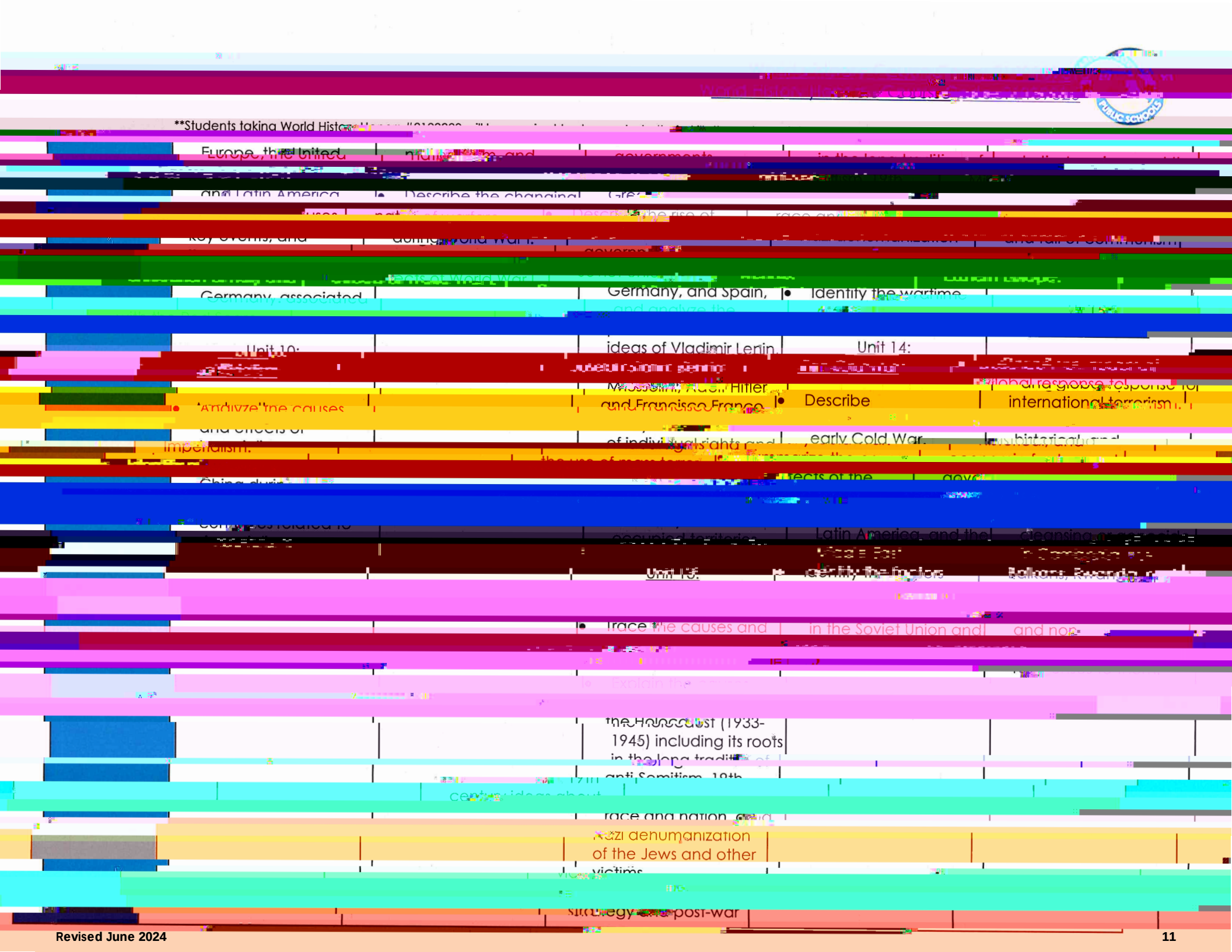
	• The DBQ Project: Personal Journal, The DBQ Project Were the Similarities Consumables HERE.	Reformation: Which Important Consequence of the Consumables HERE.	Order DBQ Project Student Consumables HERE.	Did the Greeks Need Order DBQ Project Student Consumables HERE.	
Assess	Unit 1: The Beginnings of the Middle Ages • Section quizzes; • Chapter tests; and	Unit 3: Renaissance and Reformation • Section quizzes; • Chapter tests; and	Unit 4: The Age of Exploration • Section quizzes; • Chapter tests; and	Unit 5: The French Revolution • Section quizzes; • Chapter tests; and	Unit 6: Industrialization • Section quizzes; • Chapter tests; and
	Unit 2: [illegible] Americans • Chapter tests; and • Content specific tasks or projects.	Unit 4: [illegible] Chapter tests; and • Content specific tasks or projects.	Unit 5: The Enlightenment and the Latin American Revolution • Content specific tasks or projects.	Unit 7: [illegible] Scientific Revolution • Section quizzes; • Content specific tasks or projects.	
Flexible Slide Academic Standards Social	Unit 1: The Beginnings of the Middle Ages • Section quizzes; • Chapter tests; and • Content specific tasks or projects.	Unit 3: Renaissance and Reformation • Section quizzes; • Chapter tests; and	Unit 4: The Age of Exploration • Section quizzes; • Chapter tests; and	Unit 8: Industrialization • Section quizzes; • Content specific tasks or projects.	Unit 8: Industrialization • Section quizzes; • Content specific tasks or projects.


Curriculum Map & Pacing Guide
Studies
SS.912.W.2.1 through 2.13
ELA.K12.EE.1.1-6.1
Unit 2:
SS.912.W.3.1 through SS.912.W.3.19
ELA.K12.EE.2.1 through 6.1
Unit 4:
The Age of Exploration
SS.912.W.4.7, SS.912.W.4.11-4.15
ELA.K12.EE.1.1-5.1
HE.912.C.2.4
through SS.912.W.5.5, SS.912.W.6.3
ELA.K12.EE.2.1 through 6.1
Unit 7:
Latin American Revolution
Unit 8:
6.6, SS.912.W.9.1

Honors #2109320 will be required to demonstrate th[illegible] in a candpoo research based [illegible]

Students taking World Histor[illegible]

	January	February	March	April	May
Content	Unit 9:		Unit 10:	Unit 12:	Unit 14:
	Topic 15: The Industrial Revolution and Mass Social	Topic 17: World War I and	Topic 17: World War I and its Aftermath	Topic 18: World War II	Topic 20: The Cold War
Alignment to Adopted Instructional	Unit 15:		Unit 15:	The Cold War	Unit 15:
	Required Instruction:		World War II		Global Terrorism
Materials	Imperialism	• Black History Month; and	• Topic 18: World War II	• Topic 20: The Cold War	• Topic 22:
	• Topic 16: Imperialism	• President's Day.	Required Instruction:		Required Instruction:
	• MLK Jr. Day		• Congressional Day.		
Content	Unit 9:	Unit 11:	Unit 12:	Unit 13:	
	The Age of Progress	World War I	Years of Crisis	World War II	The Cold War
	Imperialism		Unit 13:	The Cold War	Global Terrorism
			• World War II	The Cold War	Global response to terrorism
	Imperialism		Holocaust		
Goals	Age of Progress				
	Analyze the causes of		Describe the causes		Trace the c[illegible]
	[illegible]				
	Reforms and reform movements	Lo[illegible] and the roles of	the global depression	Events, and effects of	and effects of the
			analyze how	1945, including	



**Students taking World History Honors #2109320 will be required to demonstrate the ...

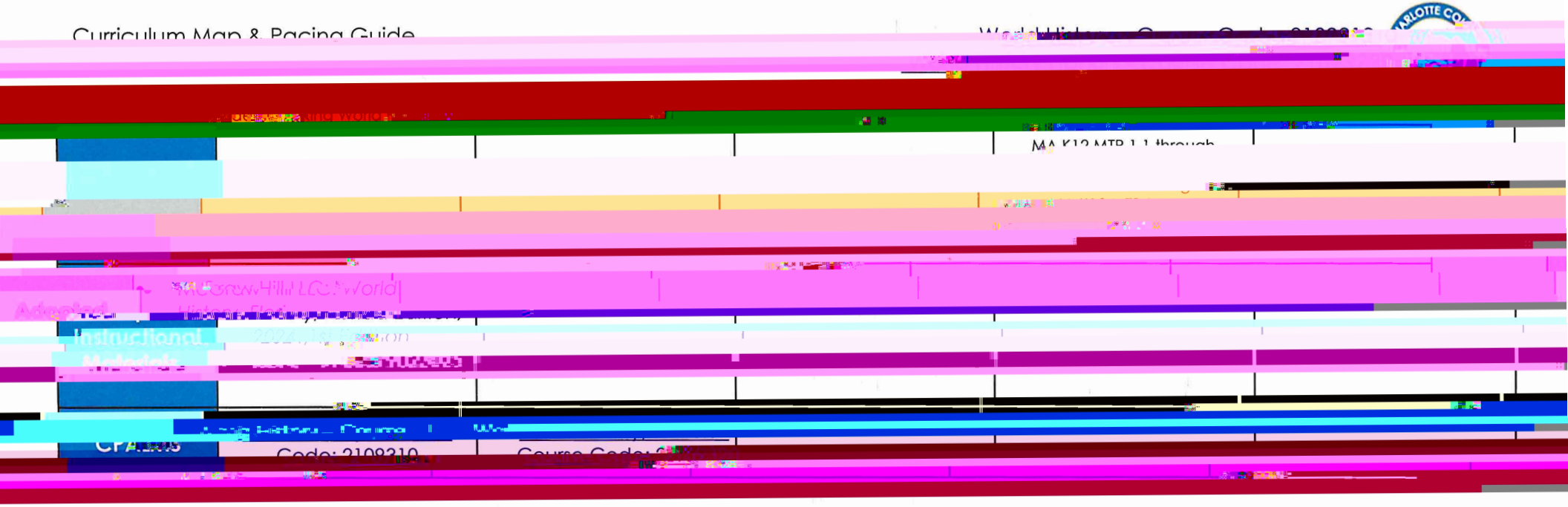
			• ... plans of the Allied ... • Summarize the causes and effects of President ... decision ... Japan. • Describe the effects of ...		
Focus Document	Age of Progress	World War I	Years of Crisis		
		World War II	The Cold War	Global Terrorism	
			• Pronouncement by ... Resistance)	• Letter From Chairman ... President Kennedy	• Presidents Bush ...
Authentic Texts / Primary Sources	Unit 9: Age of Progress • Primary Source ... German Unification and ... Unification 1846-61 ... Letter to Queen Victoria;	Unit 11: World War I • Reading Like a Historian: The Battle of Adwa; • Mud and Khaki: ... "Historian: The Battle of the Somme; ... Historian ... • The Fourteen Points.	Unit 12: Years of Crisis • Reading Like a Historian: ... of Nanking; • ... Historian ... Unit 13: World War II	Unit 13: World War II • Reading Like a ... Propaganda; • Wannsee Protocol; ... D-Day (1944); and ... Unit 14: The Cold War	Unit 14: The Cold War • Reading Like a ... War; • Reading Like a ... • Reading Like a Historian: The Cuban ... Historian: Castro and the United States; and

Consumables HERE. Consumables HERE.

Global Terrorism

SS.912.W.1.1 through SS.912.W.1.6
SS.912.W.7.11 through

SS.912.W.9.7; SS.912.W.9.3



Critical Concepts/Proficiency Scales

World History – Course Code: 2109010
World History Honors – Course Code: 2109020

**Students taking World History Honors #2109020

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

Resources for Unit 1: The Beginning of the Modern World: Click HERE

	o Classify each factor as cultural (c), economic (e), political (p), and/or religious (r). Label the Aztec, Inca, and Mayan Empires on a map of Meso and South America. Produce a Tree map or diagram the identifies and compares the key economic, cultural, and political characteristics of the Aztec, Inca, and Mayan Empires of Meso and South America.	Islam Islamic Golden Age Mali Empire Mansa Musa Mayans Moctezuma I Pillow Book Sankore University samurai Shinto and Japanese Buddhism shogunate Songhai Empire Tale of Genji The Thousand and One Nights
	1.5 Partialcess at score 2.0 content, and major errors or omissions regarding score 3.0 content.	
1.0	With help, partialucess at score 2.0, content and 1core 3.0 content.	
	0.5 With help, partial 1ucce11 at 1core 2.0 content but not at 1core 3.0 content.	
0.0	Even with help, no 1ucce11.	

Resources for Unit 2: Asia, Africa, and the Americas: Click HERE.

Critical Concepts/Proficiency Scales

World History – Course Code: 2109010
World History Honors – Course Code: 2109020

**Students taking World History Honors #2109320 will be required to demonstrate their skills through participation in a capst one research -based paper/project.

Critical Concepts/Proficiency Scale

World History – Course Code: 2109010
World History Honors – Course Code: 2109020

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Critical Concept: Unit 4: Age of Exploration	Topic 12
Standards and Benchmarks included: SS.912.W.4.11, SS.912.W.4.12, SS.912.W.4.14, SS.912.W.4.15	3 Weeks
Focus Document: Olaudah Equiano Recalls the Middle Passage	

The student will:

4.0

- Rank the impacts under each column from greatest to least impact.

Draw a Circle map to identify the different forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

- Color -code by era (13th-17th centuries)
- Create symbols to represent East Africa, West Africa, Europe, Southwest Asia, and the Americas

Create a T -chart to compare slavery and indentured servitude.

Identify the 5Ws and H of the Atlantic Slave Trade.

Critical Concepts/Proficiency Scales

World History – Course Code: 2109010
World History Honors – Course Code: 2109020

**Students taking World History Honors #2109320 will be required to demonstrate their skills through participation in a capstone research-based paper/project.

Standards and Benchmarks included: SS.912.W.4.6, SS.912.W.4.10, SS.912.W.5.3, SS.912.W.5.4	2 Weeks
Focus Document: The Declaration of Independence	

	Compile a list examples of Enlightenment theory within the Declaration of Independence. Draft a Tree map or outline on the impact of Enlightenment ideals on the development of economic, political, and religious structures.	Philosophe salons Scientific Method Scientific Revolution Social Contract
	1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
	0.5	With help, partial success at score 2.0 content but not at score 3.0 content.
0.0	Even with help, no success.	

Resources for Unit 5: The Enlightenment and Scientific Revolution: Click HERE

World History – Course Code: 2109010
World History Honors – Course Code: 210 9020

**Students taking World History Honors #2109320 will be required to demonstrate their skills through participation in a capst one research -based paper/project.

Critical Concept: Unit 6: French Revolution	Topic 13
Standards and Benchmarks included: SS.912.W.5.5, SS.912.W.5.6	2 Weeks
Focus Document: Declaration of the Rights of Man - 1789	

The student will :

4.0 Design a poster that asserts whether Napoleon is a hero or villain for France.

Compile a list of the effects of the French Revolution.

- Rank order the list in order of significance.
- Identify is the effect is economic (e), political (p), or social

Critical Concepts/Proficiency Scales

1.0 Wth hel,artal success at score 2.,ontent ancore 3. content.

World History – Course Code: 2109010
World History Honors – Course Code: 2109020

**Students taking World History Honors #2109320 will be required to demonstrate their skills through participation in a capst one research -based paper/project.

Critical Concept: Unit 8: Industrial Revolution	Topic 15

Standards and Benchmarks included: SS.912.W.6.1, SS.912.W.6.2, SS.912.W.6.3

2 Weeks

Prepare a Multi -Flow map or graphic organizer to summarize the cause and effects of the Industrial Revolution.

- Classify each effect as economic (e) or social (s).

Complete a three- column chart or graphic organizer to compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.

strike

tenement

union

urbanization

Critical Concepts/Proficiency Scales

World History – Course Code: 2109010
World History Honors – Course Code: 2109020

**Students taking World History Honors #2109320 will be required to demonstrate their skills through participation in a capst one research -based paper/project.

- Color and label a map of Africa after the Berlin Conference to indicate European spheres of influence.
- Prepare a paragraph to describe the impact of the Berlin Conference on Africa and its peoples .

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

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

Complete a Tree map or outline to identify and describe the changes in Muslim lands during the age of imperialism.

Illustrate and annotate a Flow map or timeline of the major events in China during the 19th and early 20th centuries related to imperialism, to include Western incursions, Opium Wars, Taiping and Boxer Rebellions, and the nationalist revolution.

raj

Roosevelt Corollary

Sepoy Rebellion

Social Darwinism

Spanish-American War

Critical Concepts/Proficiency Scales

World History – Course Code: 2109010
World History Honors – Course Code: 2109020

	Create a one -sided Multi-Flow map to identify and explain the effects of World War I, including the Weimar Republic, dissolution of empires, Balfour Declaration, Treaty of Versailles . Build a Brace map to identify and elaborate the terms of the Treaty of Versailles. o Classify each term as economic (e), political, and/or social (s).	Treaty of Versailles trench warfare Triple Alliance Triple Entente unrestricted submarine warfare Western Front

1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1.0	With help, partial success at score 2.0, content and score 3.0 content.
0.5	With help, partial success at score 2.0 content but not at score 3.0 content.
0.0	Even with help, no success.

Critical Concepts/Proficiency Scales

	o Classify the policies and main ideas as economic (e), political (p), and/or social (s). o Color -code any policies or main ideas that were a direct effect of World War I. Work in a group to design a presentation that analyzes the authoritarian government of the Interwar Y ears. Prepare a Circle map to identify the impact of the rise of authoritarian governments. o Classify the impact of the rise of authoritarian governments as economic (e), political (p), and/or social (s). Construct a Double Bubble map or Venn diagram to id entify , describe , and compare the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories. o Rank order the similarities between the Soviet Union and Nazi Germany from greatest impact to least impact.	Spanish Civil War surrealism terrorism Theory of Relativity Third Reich Weimar Republic
1.5	[redacted]	

Critical Concepts/Proficiency Scales

World History – Course Code: 2109010
World History Honors – Course Code: 2109020

Design a 3 -column chart to identify and describe the wartime strategy and post -war plans of each of the Allied leaders.

World History – Course Code: 2109010
World History Honors – Course Code: 2109020

**Students taking World History Honors #2109320 will be required to demonstrate their skills through participation in a capst one research -based paper/project.

Critical Concept: Unit 1 4: Cold War	Topic 20

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

- Š Color- code the list by location

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

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

- o Civil War in China
- o Korean War
- o Vietnam War
- o Cuban Missile Crisis
- o Soviet invasion of Afghanistan

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	Craft a 4 -column chart or graphic organizer to explain the cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur.	
	1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
	0.5	With help, partial success at score 2.0 content but not at score 3.0 content.
0.0	Even with help, no success.	

Resources for Unit 15: Global Terrorism: Click HERE

World History Honors (#2109320)2023- And Beyond (current)

This document was generated on CPALMS - www.cpalms.org

Course Standards

Name	Description
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultu attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Eler organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps globes.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regio
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and devel regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case

SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and de including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the wor
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.

SS.912.W.2.7:	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and interr turmoil) of the decline of the Byzantine Empire.
SS.912.W.2.8:	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequen of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Mag
SS.912.W.2.9:	

SS.912.W.3.6:

SS.912.W.4.8:

SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their e in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.6.5:	Summarize the causes, key events, and effects of the unification of Italy and Germany.
SS.912.W.6.6:	Analyze the causes and effects of imperialism.
SS.912.W.6.7:	Identify major events in China during the 19th and early 20th centuries related to imperialism.
SS.912.W.7.1:	Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.
SS.912.W.7.2:	Describe the changing nature of warfare during World War I.
SS.912.W.7.3:	Summarize significant effects of World War I.
SS.912.W.7.4:	Describe the causes and effects of the German economic crisis of the 1920s and the global depress 1930s, and analyze how governments responded to the Great Depression.
SS.912.W.7.5:	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and a the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
SS.912.W.7.6:	

SS.912.W.8.5:	Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Eu
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948, incl Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and [redacted]
SS.912.W.8.7:	Compare postwar independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.8:	Describe the rise and goals of nationalist leaders in th q 1 an0 EMC 12 269.34 448.56 Tm (-)Tj ET Q q

- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
-

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use mxonm a-5 (mnd.001 Te)8 (a)]TJ 0hodm

	students will use the form of citation dictated by the instructor or the style guide referenced by the