

| Standard ID   | Standard Text   | Edgenuity Lesson Name   |
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| TX.113.42.    | World History Studies (One Credit), Adopted 2018  |   |
| 113.42.(1)    | History. The student understands traditional historical points of reference in world history. The student is expected to:   |   |
| 113.42.(1)(A) | identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations.  | <ul style="list-style-type: none"> <li>Early Egypt</li> <li>Egyptian Culture</li> <li>Human Origins and the Neolithic Revolution</li> <li>Indian Dynasties</li> <li>Judaism</li> <li>Phoenicia, Assyria, and Persia</li> <li>The Fertile Crescent</li> <li>The Rise of China</li> </ul>   |
| 113.42.(1)(B) | identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions.                           | <ul style="list-style-type: none"> <li>Athens and Sparta</li> <li>Christianity</li> <li>Early Greece</li> <li>Greece's Golden Age</li> <li>Hinduism and Buddhism</li> <li>Indian Dynasties</li> <li>Judaism</li> <li>Phoenicia, Assyria, and Persia</li> <li>Roman Civilization</li> <li>The Fall of the Roman Empire</li> <li>The Republic of Rome</li> <li>The Rise of China</li> </ul> |
| 113.42.(1)(C) | identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of major world religions and their impact on Asia, Africa, and Europe and the Mongol invasions and their impact on Europe, China, India, and Southwest Asia. | <ul style="list-style-type: none"> <li>Church Authority in Europe</li> <li>Early Middle Ages</li> <li>East and West African Civilizations</li> <li>Impact of the Crusades</li> <li>Imperial China</li> </ul>  |

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| 113.42.(1)(C) | identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of major world religions and their impact on Asia, Africa, and Europe and the Mongol invasions and their impact on Europe, China, India, and Southwest Asia.<br><br><i>(Cont'd)</i>     | Islam<br>Mongol Empire<br>Russia and Eastern Europe<br>Spread of Islam<br>The Byzantine Empire   |
| 113.42.(1)(D) | identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation.   | Artistic Achievements of the Renaissance<br>Conquest of the Americas<br>Literature and Philosophy of the Renaissance<br>Ming Dynasty<br>Ottoman and Mughal Empires<br>The Counter-Reformation<br>The Glorious Revolution<br>The Northern Renaissance<br>The Protestant Reformation<br>The Renaissance<br>Three Worlds Meet<br>Voyages of Exploration |
| 113.42.(1)(E) | identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions. | Age of Reform<br>Age of Revolutions<br>American Imperialism<br>Compare and Contrast Revolutions<br>Impact of the Industrial Age<br>Imperialism in Africa<br>Imperialism in East Asia<br>India under British Rule<br>Latin American Revolutions   |

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| 113.42.(1)(E) | identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions.<br><br><i>(Cont'd)</i> | Napoleon's Rise and Fall<br>New Economic Theories<br>Spheres of Influence in Muslim Lands<br>The American Revolution<br>The Enlightenment<br>The French Revolution Begins<br>The Growth of Cities<br>The Industrial Age<br>The New Imperialism<br>The Reign of Terror<br>The Scientific Revolution  |
| 113.42.(1)(F) | identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization.                                    | A New Kind of War<br>Authoritarianism, Fascism, and Dictators<br>Challenges in South America<br>Cold War at Its Height<br>Collapse of Communism<br>Communism in China<br>Conflict in the Middle East<br>Cultural and Intellectual Trends<br>Decolonization in Africa<br>Economic Globalization<br>End of the Cold War<br>Europe on the Eve of War<br>Global Economic Crisis<br>Impact of Science and Technology<br>Indian Independence<br>International Organizations<br>Israel<br>Japan's Pacific Campaign<br>Modernization in China |

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| 113.42.(1)(F) | identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization.<br><br><i>(Cont'd)</i> | Nationalism in the Middle East<br>Origins of the Cold War<br>Reconstruction in Japan<br>Revolution in Russia<br>Rise of Hitler<br>South Africa and Apartheid<br>Stalin and the Soviet Union<br>The Cold War around the World<br>The Holocaust<br>Victory for the Allies<br>World War I Begins<br>World War I Ends<br>WWII Begins |
| 113.42.(2)    | History. The student understands how early civilizations developed from 8000 BC to 500 BC. The student is expected to:  |  |
| 113.42.(2)(A) | summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations.  |  |
| 113.42.(2)(B) | identify the characteristics of civilization.   | Human Origins and the Neolithic Revolution<br><br>Early Egypt<br>Early Greece<br>Egyptian Culture<br>Indian Dynasties<br>Phoenicia, Assyria, and Persia<br>The Fertile Crescent<br>The Rise of China   |
| 113.42.(2)(C) | explain how major river valley civilizations influenced the development of the classical civilizations.   |  |
| 113.42.(3)    | History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to:  |  |
| 113.42.(3)(A) | describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome.   | Christianity<br>Greece's Golden Age  |

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| 113.42.(3)(A) | describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome.<br><i>(Cont'd)</i>  | <ul style="list-style-type: none"> <li>Hinduism and Buddhism</li> <li>Indian Dynasties</li> <li>Phoenicia, Assyria, and Persia</li> <li>Roman Civilization</li> <li>The Fall of the Roman Empire</li> <li>The Republic of Rome</li> <li>The Rise of China</li> </ul> |
| 113.42.(3)(B) | explain the impact of the fall of Rome on Western Europe.   | <ul style="list-style-type: none"> <li>Early Middle Ages</li> <li>The Fall of the Roman Empire</li> </ul>  |
| 113.42.(3)(C) | compare the factors that led to the collapse of Rome and Han China.   |  |
| 113.42.(4)    | History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to: |  |
| 113.42.(4)(A) | explain the development of Roman Catholicism and Eastern Orthodoxy as social and political factors in medieval Europe and the Byzantine Empire.   | <ul style="list-style-type: none"> <li>Church Authority in Europe</li> <li>Early Middle Ages</li> <li>The Byzantine Empire</li> </ul>  |
| 113.42.(4)(B) | describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism.                     | <ul style="list-style-type: none"> <li>Feudalism</li> <li>Life in the Early Middle Ages</li> </ul>   |
| 113.42.(4)(C) | explain the political, economic, and social impact of Islam on Europe, Asia, and Africa.  | <ul style="list-style-type: none"> <li>East and West African Civilizations</li> <li>Impact of the Crusades</li> <li>Islam</li> <li>Ottoman and Mughal Empires</li> <li>Spread of Islam</li> </ul>  |
| 113.42.(4)(D) | describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa.  | <ul style="list-style-type: none"> <li>Challenges in Late Medieval Times</li> <li>Impact of the Crusades</li> <li>Ottoman and Mughal Empires</li> <li>Spread of Islam</li> <li>The Byzantine Empire</li> </ul>   |

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| 113.42.(4)(E) | describe the interactions between Muslim and Hindu societies in South Asia.   |  |
|               |   | Ottoman and Mughal Empires                   |
| 113.42.(4)(F) | explain how the Crusades, the Black Death, and the Hundred Years' War contributed to the end of medieval Europe.  |  |
|               |   | Challenges in Late Medieval Times            |
|               |   | Impact of the Crusades                       |
| 113.42.(4)(G) | summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia.   |  |
|               |   | Imperial China                               |
| 113.42.(4)(H) | explain the evolution and expansion of the slave trade.   |  |
|               |   | Three Worlds Meet                            |
| 113.42.(4)(I) | analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade.  |  |
|               |   | East and West African Civilizations          |
|               |   | Voyages of Exploration                       |
| 113.42.(4)(J) | summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world.  |  |
|               |   | Mongol Empire                                |
|               |   | Russia and Eastern Europe                    |
| 113.42.(5)    | History. The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750. The student is expected to:               |  |
| 113.42.(5)(A) | explain the political, intellectual, artistic, economic, and religious impact of the Renaissance.   |  |
|               |   | Artistic Achievements of the Renaissance     |
|               |   | Literature and Philosophy of the Renaissance |
|               |   | The Northern Renaissance                     |
|               |   | The Renaissance                              |
| 113.42.(5)(B) | explain the political, intellectual, artistic, economic, and religious impact of the Reformation.   |  |
|               |   | The Counter-Reformation                      |
|               |   | The Protestant Reformation                   |
| 113.42.(6)    | History. The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to:   |  |
| 113.42.(6)(A) | compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development. |  |
|               |   | Civilizations in North and South America     |
| 113.42.(6)(B) | explain how the Inca and Aztec empires were impacted by European exploration/colonization.  |  |
|               |   | Conquest of the Americas                     |

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| 113.42.(7)    | History. The student understands the causes and impact of increased global interaction from 1450 to 1750. The student is expected to:                                  |  |
| 113.42.(7)(A) | analyze the causes of European expansion from 1450 to 1750.  | Conquest of the Americas<br>Three Worlds Meet<br>Voyages of Exploration  |
| 113.42.(7)(B) | explain the impact of the Columbian Exchange.  | Three Worlds Meet  |
| 113.42.(7)(C) | explain the impact of the Atlantic slave trade on West Africa and the Americas.  | Three Worlds Meet  |
| 113.42.(7)(D) | explain the impact of the Ottoman Empire on Eastern Europe and global trade.   | Ottoman and Mughal Empires<br>The Renaissance  |
| 113.42.(7)(E) | explain Ming China's impact on global trade.   | Ming Dynasty   |
| 113.42.(7)(F) | explain new economic factors and principles of Europe's Commercial Revolution.   | Three Worlds Meet  |
| 113.42.(8)    | History. The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914. The student is expected to: |  |
| 113.42.(8)(A) | explain how the Industrial Revolution led to political, economic, and social changes.  | Age of Reform<br>Impact of the Industrial Age<br>New Economic Theories<br>The Growth of Cities<br>The Industrial Age                         |
| 113.42.(8)(B) | identify the major political, economic, and social motivations that influenced European imperialism.   | Imperialism in Africa<br>Imperialism in East Asia<br>India under British Rule<br>Spheres of Influence in Muslim Lands<br>The New Imperialism |
| 113.42.(8)(C) | explain the major characteristics and impact of European imperialism.  | Imperialism in Africa<br>Imperialism in East Asia<br>India under British Rule  |

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| 113.42.(8)(C)  | explain the major characteristics and impact of European imperialism.<br>( <i>Cont'd</i> )   | Spheres of Influence in Muslim Lands<br>The New Imperialism  |
| 113.42.(8)(D)  | explain the effects of free enterprise in the Industrial Revolution.   | Impact of the Industrial Age<br>New Economic Theories<br>The Growth of Cities<br>The Industrial Age  |
| 113.42.(9)     | History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to:  |  |
| 113.42.(9)(A)  | compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment.   | Compare and Contrast Revolutions<br>The American Revolution<br>The Enlightenment<br>The French Revolution Begins<br>The Reign of Terror        |
| 113.42.(9)(B)  | explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America.  | Age of Revolutions<br>Latin American Revolutions<br>Napoleon's Rise and Fall   |
| 113.42.(9)(C)  | trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar.  | Latin American Revolutions   |
| 113.42.(9)(D)  | identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions. | Compare and Contrast Revolutions<br>Latin American Revolutions<br>The American Revolution<br>The Enlightenment<br>The French Revolution Begins |
| 113.42.(10)    | History. The student understands the causes and impact of World War I. The student is expected to:   |  |
| 113.42.(10)(A) | identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I.   | Europe on the Eve of War<br>World War I Begins   |



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| 113.42.(10)(B) | identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates.   | A New Kind of War  |
| 113.42.(10)(C) | explain the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system.   | Global Economic Crisis<br>Rise of Hitler<br>World War I Ends   |
| 113.42.(10)(D) | identify the causes of the February (March) and October (November) revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics. | Revolution in Russia<br>World War I Ends   |
| 113.42.(11)    | History. The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to:  |  |
| 113.42.(11)(A) | summarize the international, political, and economic causes of the global depression.  | Global Economic Crisis   |
| 113.42.(11)(B) | explain the responses of governments to the global depression such as in the United States, Germany, Great Britain, and France.  | Global Economic Crisis<br>Rise of Hitler   |
| 113.42.(12)    | History. The student understands the causes and impact of World War II. The student is expected to:  |  |
| 113.42.(12)(A) | describe the emergence and characteristics of totalitarianism.   | Authoritarianism, Fascism, and Dictators<br>Rise of Hitler   |
| 113.42.(12)(B) | explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II.                          | Authoritarianism, Fascism, and Dictators<br>Japan's Pacific Campaign<br>Rise of Hitler<br>The Holocaust<br>WWII Begins |

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| 113.42.(12)(C) | explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs. | Japan's Pacific Campaign<br>The Holocaust<br>Victory for the Allies<br>WWII Begins  |
| 113.42.(13)    | History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:  |   |
| 113.42.(13)(A) | summarize how the outcome of World War II contributed to the development of the Cold War.   | Origins of the Cold War<br>Victory for the Allies   |
| 113.42.(13)(B) | summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise.  | Communism in China<br>Modernization in China  |
| 113.42.(13)(C) | identify major events of the Cold War, including the Korean War, the Vietnam War, and the arms race.  | Cold War at Its Height<br>End of the Cold War<br>Origins of the Cold War<br>The Cold War around the World   |
| 113.42.(13)(D) | explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union.                             | Collapse of Communism<br>End of the Cold War  |
| 113.42.(13)(E) | summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts.  | Conflict in the Middle East<br>Decolonization in Africa<br>Ethnic and Religious Conflict<br>Genocide<br>Indian Independence<br>Israel<br>Nationalism in the Middle East |
| 113.42.(13)(F) | discuss factors contributing to the Arab-Israeli conflict, including the rejection of the existence of the state of Israel by the Arab League and a majority of Arab nations.   | Israel  |

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| 113.42.(14)    | History. The student understands the development and use of radical Islamic terrorism in the second half of the 20th century and the early 21st century. The student is expected to:   |  |
| 113.42.(14)(A) | explain the impact of geopolitical influences on the development of radical Islamic terrorism.   | Conflict in the Middle East  |
| 113.42.(14)(B) | explain the impact of radical Islamic terrorism on global events.  | Conflict in the Middle East  |
| 113.42.(14)(C) | explain the U.S. response to the events surrounding September 11, 2001, and other acts of radical Islamic terrorism.   | Conflict in the Middle East  |
| 113.42.(15)    | Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:  |  |
| 113.42.(15)(A) | locate places and regions of historical significance directly related to major eras and turning points in world history.   | <ul style="list-style-type: none"> <li>Challenges in Late Medieval Times</li> <li>Civilizations in North and South America</li> <li>Cold War at Its Height</li> <li>Europe on the Eve of War</li> <li>Imperialism in Africa</li> <li>Imperialism in East Asia</li> <li>Indian Independence</li> <li>Ottoman and Mughal Empires</li> <li>Rise of Hitler</li> <li>Spheres of Influence in Muslim Lands</li> <li>Spread of Islam</li> <li>The Fall of the Roman Empire</li> <li>The Fertile Crescent</li> <li>The Industrial Age</li> <li>The New Imperialism</li> <li>Three Worlds Meet</li> <li>World War I Ends</li> </ul> |
| 113.42.(15)(B) | analyze the influence of human and physical geographic factors on major events in world history such as the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals. | <ul style="list-style-type: none"> <li>American Imperialism</li> <li>Early Egypt</li> <li>Indian Dynasties</li> </ul>  |

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| 113.42.(15)(B) | analyze the influence of human and physical geographic factors on major events in world history such as the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals.<br><br><i>(Cont'd)</i> | Phoenicia, Assyria, and Persia<br>Spheres of Influence in Muslim Lands<br>The Fertile Crescent<br>The Rise of China   |
| 113.42.(15)(C) | interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.   | Challenges in Late Medieval Times<br>Civilizations in North and South America<br>Economic Globalization<br>Europe on the Eve of War<br>Imperialism in East Asia<br>Rise of Hitler<br>Spheres of Influence in Muslim Lands<br>Spread of Islam<br>The Fertile Crescent<br>The Industrial Age<br>Three Worlds Meet<br>World War I Ends |
| 113.42.(16)    | Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:  |   |
| 113.42.(16)(A) | identify important changes in human life caused by the Neolithic Revolution.  | Human Origins and the Neolithic Revolution  |
| 113.42.(16)(B) | summarize the role of economics in driving political changes as related to the Industrial Revolution.   | Age of Reform<br>Impact of the Industrial Age<br>New Economic Theories<br>The Growth of Cities<br>The Industrial Age  |
| 113.42.(16)(C) | describe the economic impact of globalization.  | Economic Globalization  |

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| 113.42.(17)    | Economics. The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to: |  |
| 113.42.(17)(A) | identify the historical origins and characteristics of the free enterprise system, including the influence of Adam Smith.  | New Economic Theories  |
| 113.42.(17)(B) | identify the historical origins and characteristics of communism, including the influence of Karl Marx.  | New Economic Theories  |
| 113.42.(17)(C) | identify the historical origins and characteristics of socialism.  | New Economic Theories  |
| 113.42.(17)(D) | identify the historical origins and characteristics of fascism.  | Authoritarianism, Fascism, and Dictators   |
| 113.42.(17)(E) | explain why communist command economies collapsed in competition with free market economies at the end of the 20th century.  | Collapse of Communism<br>End of the Cold War   |
| 113.42.(18)    | Government. The student understands the characteristics of major political systems throughout history. The student is expected to:   |  |
| 113.42.(18)(A) | identify the characteristics of monarchies and theocracies as forms of government in early civilizations.  | Early Egypt<br>Egyptian Culture<br>Judaism<br>Phoenicia, Assyria, and Persia<br>The Fertile Crescent   |
| 113.42.(18)(B) | identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.        | Absolute Monarchy in Europe<br>Athens and Sparta<br>Authoritarianism, Fascism, and Dictators<br>Compare and Contrast Revolutions<br>Early Egypt<br>Egyptian Culture<br>Government in England<br>Greece's Golden Age<br>Influence of Greek and Roman Government<br>Rise of Hitler<br>The French Revolution Begins |

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| 113.42.(18)(B) | identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.<br><i>(Cont'd)</i>  | The Glorious Revolution<br>The Republic of Rome   |
| 113.42.(19)    | Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:   |   |
| 113.42.(19)(A) | explain the development of democratic-republican government from its beginnings in Judeo-Christian legal tradition and classical Greece and Rome through the French Revolution.   | Compare and Contrast Revolutions<br>Early Greece<br>Government in England<br>Greece's Golden Age<br>Influence of Greek and Roman Government<br>The American Revolution<br>The Enlightenment<br>The French Revolution Begins<br>The Glorious Revolution<br>The Influence of Judaism and Christianity<br>The Republic of Rome |
| 113.42.(19)(B) | identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen. | Compare and Contrast Revolutions<br>Government in England<br>Judaism<br>Reconstruction in Japan<br>The American Revolution<br>The Byzantine Empire<br>The Fertile Crescent<br>The French Revolution Begins<br>The Glorious Revolution<br>The Influence of Judaism and Christianity  |
| 113.42.(19)(C) | explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, and William Blackstone.  | Church Authority in Europe<br>The American Revolution   |

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| 113.42.(19)(C) | explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, and William Blackstone.<br><i>(Cont'd)</i> | The Enlightenment<br>The Protestant Reformation  |
| 113.42.(19)(D) | explain the significance of the League of Nations and the United Nations.   | International Organizations<br>World War I Ends  |
| 113.42.(20)    | Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:                                     |  |
| 113.42.(20)(A) | describe how people have participated in supporting or changing their governments.  | Age of Reform<br>Athens and Sparta<br>Authoritarianism, Fascism, and Dictators<br>Challenges in South America<br>Collapse of Communism<br>Communism in China<br>Compare and Contrast Revolutions<br>Decolonization in Africa<br>End of the Cold War<br>Government in England<br>Greece's Golden Age<br>Indian Independence<br>Latin American Revolutions<br>Modernization in China<br>Nationalism in the Middle East<br>Reconstruction in Japan<br>Revolution in Russia<br>Rise of Hitler<br>South Africa and Apartheid<br>Stalin and the Soviet Union<br>The American Revolution<br>The Enlightenment<br>The French Revolution Begins<br>The Glorious Revolution<br>The Reign of Terror<br>The Republic of Rome |

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| 113.42.(20)(B) | describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history.    | Age of Reform<br>Athens and Sparta<br>Challenges in South America<br>Collapse of Communism<br>Communism in China<br>Compare and Contrast Revolutions<br>Decolonization in Africa<br>Government in England<br>Greece's Golden Age<br>Indian Independence<br>Influence of Greek and Roman Government<br>Nationalism in the Middle East<br>Reconstruction in Japan<br>South Africa and Apartheid<br>Stalin and the Soviet Union<br>The American Revolution<br>The French Revolution Begins<br>The Glorious Revolution<br>The Reign of Terror<br>The Republic of Rome |
| 113.42.(20)(C) | identify examples of key persons who were successful in shifting political thought, including William Wilberforce. | Age of Reform<br>Challenges in South America<br>Decolonization in Africa<br>Indian Independence<br>Influence of Greek and Roman Government<br>Latin American Revolutions<br>South Africa and Apartheid<br>The American Revolution<br>The Enlightenment  |



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| 113.42.(21)    | Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:   |  |
| 113.42.(21)(A) | summarize the development of the rule of law from ancient to modern times.   | Age of Reform<br>Compare and Contrast Revolutions<br>Government in England<br>Greece's Golden Age<br>Influence of Greek and Roman Government<br>International Organizations<br>Reconstruction in Japan<br>The American Revolution<br>The Byzantine Empire<br>The Enlightenment<br>The Fertile Crescent<br>The Glorious Revolution<br>The Influence of Judaism and Christianity<br>The Republic of Rome<br>World War I Ends |
| 113.42.(21)(B) | identify the origins of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" from sources including the Judeo-Christian legal tradition and in Greece and Rome. | Greece's Golden Age<br>Influence of Greek and Roman Government<br>The Influence of Judaism and Christianity  |
| 113.42.(21)(C) | identify examples of politically motivated mass murders such as in Cambodia, China, Latin America, and the Soviet Union.   | Challenges in South America<br>Genocide<br>The Cold War around the World   |
| 113.42.(21)(D) | identify examples of genocide, including the Holocaust and genocide in Armenia, the Balkans, Rwanda, and Darfur.   | Collapse of Communism<br>Genocide<br>The Holocaust   |

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| 113.42.(21)(E) | identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square. | <ul style="list-style-type: none"> <li>Challenges in South America</li> <li>Indian Independence</li> <li>Modernization in China</li> <li>South Africa and Apartheid</li> </ul>  |
| 113.42.(21)(F) | identify examples of American ideals that have advanced human rights and democratic ideas throughout the world.  | <ul style="list-style-type: none"> <li>Collapse of Communism</li> <li>Compare and Contrast Revolutions</li> <li>End of the Cold War</li> <li>International Organizations</li> <li>Reconstruction in Japan</li> <li>The American Revolution</li> <li>World War I Ends</li> </ul>                               |
| 113.42.(22)    | Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:  |   |
| 113.42.(22)(A) | describe the historical origins and central ideas in the development of monotheism.  | <ul style="list-style-type: none"> <li>Christianity</li> <li>Hinduism and Buddhism</li> <li>Islam</li> <li>Judaism</li> <li>Spread of Islam</li> <li>The Byzantine Empire</li> <li>The Influence of Judaism and Christianity</li> </ul>   |
| 113.42.(22)(B) | describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Sikhism.       | <ul style="list-style-type: none"> <li>Christianity</li> <li>Church Authority in Europe</li> <li>Early Middle Ages</li> <li>East and West African Civilizations</li> <li>Hinduism and Buddhism</li> <li>Impact of the Crusades</li> <li>Islam</li> <li>Judaism</li> <li>Ottoman and Mughal Empires</li> </ul> |

| Standard ID    | Standard Text   | Edgenuity Lesson Name   |
|----------------|---|---|
| 113.42.(22)(B) | describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Sikhism.<br><i>(Cont'd)</i> | <ul style="list-style-type: none"> <li>Spread of Islam</li> <li>The Byzantine Empire</li> <li>The Counter-Reformation</li> <li>The Influence of Judaism and Christianity</li> <li>The Protestant Reformation</li> <li>The Rise of China</li> </ul>  |
| 113.42.(22)(C) | identify examples of religious influence on various events referenced in the major eras of world history.   | <ul style="list-style-type: none"> <li>Church Authority in Europe</li> <li>Early Middle Ages</li> <li>East and West African Civilizations</li> <li>Ethnic and Religious Conflict</li> <li>Hinduism and Buddhism</li> <li>Impact of the Crusades</li> <li>Israel</li> <li>Mongol Empire</li> <li>Nationalism in the Middle East</li> <li>Ottoman and Mughal Empires</li> <li>Spread of Islam</li> <li>The Byzantine Empire</li> <li>The Counter-Reformation</li> <li>The Influence of Judaism and Christianity</li> <li>The Protestant Reformation</li> <li>The Rise of China</li> </ul> |
| 113.42.(23)    | Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:   |   |
| 113.42.(23)(A) | describe the changing roles of women, children, and families during major eras of world history.  | <ul style="list-style-type: none"> <li>Age of Reform</li> <li>Athens and Sparta</li> <li>Cultural and Intellectual Trends</li> <li>Imperial China</li> <li>Modernization in China</li> <li>Spread of Islam</li> <li>Stalin and the Soviet Union</li> <li>Women's Rights and Roles</li> </ul>  |

| Standard ID    | Standard Text   | Edgenuity Lesson Name  |
|----------------|---|--|
| 113.42.(23)(B) | describe the major influences of women during major eras of world history such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir. | Challenges in South America<br>Imperialism in East Asia<br>India under British Rule<br>Indian Independence<br>The Counter-Reformation  |
| 113.42.(24)    | Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:  |  |
| 113.42.(24)(A) | summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India.   | Hinduism and Buddhism<br>Imperial China<br>Indian Dynasties<br>The Rise of China   |
| 113.42.(24)(B) | summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome.   | Athens and Sparta<br>Early Greece<br>Greece's Golden Age<br>Influence of Greek and Roman Government<br>Roman Civilization<br>The Republic of Rome  |
| 113.42.(24)(C) | explain how the relationship between Christianity and Humanism that began with the Renaissance influenced subsequent political developments.                                    | Artistic Achievements of the Renaissance<br>Literature and Philosophy of the Renaissance<br>The Counter-Reformation<br>The Enlightenment<br>The Glorious Revolution<br>The Northern Renaissance<br>The Protestant Reformation<br>The Renaissance |
| 113.42.(24)(D) | explain how geopolitical and religious influences have impacted law and government in the Muslim world.   | Conflict in the Middle East<br>East and West African Civilizations<br>Mongol Empire<br>Nationalism in the Middle East  |

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| 113.42.(24)(D) | explain how geopolitical and religious influences have impacted law and government in the Muslim world.<br>(Cont'd)                          | Ottoman and Mughal Empires<br>Spheres of Influence in Muslim Lands<br>Spread of Islam   |
| 113.42.(25)    | Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: |   |
| 113.42.(25)(A) | analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced.      | Artistic Achievements of the Renaissance<br>Communism in China<br>Egyptian Culture<br>Greece's Golden Age<br>Human Origins and the Neolithic Revolution<br>Indian Dynasties<br>Japan's Pacific Campaign<br>Judaism<br>Literature and Philosophy of the Renaissance<br>Ottoman and Mughal Empires<br>Revolution in Russia<br>Roman Civilization<br>Stalin and the Soviet Union<br>The Fertile Crescent<br>The Holocaust<br>The New Imperialism<br>The Northern Renaissance |
| 113.42.(25)(B) | describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.          | Artistic Achievements of the Renaissance<br>Communism in China<br>Egyptian Culture<br>Greece's Golden Age<br>Indian Dynasties<br>Japan's Pacific Campaign<br>Literature and Philosophy of the Renaissance<br>Roman Civilization<br>The Fertile Crescent   |

| Standard ID    | Standard Text   | Edgenuity Lesson Name  |
|----------------|---|--|
| 113.42.(25)(B) | describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.<br><i>(Cont'd)</i>  | The Holocaust<br>The New Imperialism<br>The Northern Renaissance   |
| 113.42.(26)    | Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The student is expected to:   |  |
| 113.42.(26)(A) | identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, the Islamic caliphates between 700 and 1200, and China from the Tang to Ming dynasties. | Egyptian Culture<br>Greece's Golden Age<br>Imperial China<br>Indian Dynasties<br>Phoenicia, Assyria, and Persia<br>Roman Civilization<br>Spread of Islam<br>The Fertile Crescent |
| 113.42.(26)(B) | summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations.   | Civilizations in North and South America   |
| 113.42.(26)(C) | explain the impact of the printing press on the Renaissance and the Reformation in Europe.  | The Northern Renaissance   |
| 113.42.(26)(D) | describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide.   | The Scientific Revolution  |
| 113.42.(26)(E) | identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle.   | Greece's Golden Age<br>The Scientific Revolution   |
| 113.42.(27)    | Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:   |  |
| 113.42.(27)(A) | explain the role of textile manufacturing, steam technology, development of the factory system, and transportation technology in the Industrial Revolution.   | Age of Reform<br>Impact of the Industrial Age  |

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| 113.42.(27)(A) | explain the role of textile manufacturing, steam technology, development of the factory system, and transportation technology in the Industrial Revolution.<br><i>(Cont'd)</i>  | The Growth of Cities<br>The Industrial Age   |
| 113.42.(27)(B) | explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism.   | American Imperialism<br>Imperialism in Africa<br>Imperialism in East Asia<br>India under British Rule<br>Spheres of Influence in Muslim Lands<br>The New Imperialism |
| 113.42.(27)(C) | explain the effects of major new military technologies on World War I, World War II, and the Cold War.  | A New Kind of War<br>Cold War at Its Height<br>Victory for the Allies  |
| 113.42.(27)(D) | explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society.   | Economic Globalization<br>Impact of Science and Technology   |
| 113.42.(27)(E) | identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt.  | Cultural and Intellectual Trends<br>Impact of the Industrial Age<br>The Industrial Age   |
| 113.42.(28)    | Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to: |  |
| 113.42.(28)(A) | identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence.  | Egyptian Culture<br>Genocide<br>Impact of the Crusades<br>Studying History   |

| Standard ID    | Standard Text  | Edgenuity Lesson Name  |
|----------------|--|--|
| 113.42.(28)(B) | explain how historians analyze sources for frame of reference, historical context, and point of view to interpret historical events.   | Egyptian Culture<br>Genocide<br>Impact of the Crusades<br>Studying History   |
| 113.42.(28)(C) | analyze primary and secondary sources to determine frame of reference, historical context, and point of view.  | Egyptian Culture<br>Genocide<br>Impact of the Crusades<br>Israel<br>Japan's Pacific Campaign<br>Latin American Revolutions<br>The Republic of Rome   |
| 113.42.(28)(D) | evaluate the validity of a source based on bias, corroboration with other sources, and information about the author.   | Egyptian Culture<br>Genocide<br>Impact of the Crusades<br>Israel<br>Japan's Pacific Campaign<br>Latin American Revolutions<br>The Republic of Rome   |
| 113.42.(28)(E) | analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time. | A New Kind of War<br>Absolute Monarchy in Europe<br>Age of Reform<br>Age of Revolutions<br>American Imperialism<br>Artistic Achievements of the Renaissance<br>Athens and Sparta<br>Authoritarianism, Fascism, and Dictators<br>Challenges in Late Medieval Times<br>Challenges in South America |



| Standard ID    | Standard Text  | Edgenuity Lesson Name                      |
|----------------|--|--|
| 113.42.(28)(E) | analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time. |  |
|                | <i>(Cont'd)</i>  | Christianity                               |
|                |  | Church Authority in Europe                 |
|                |  | Civilizations in North and South America   |
|                |  | Cold War at Its Height                     |
|                |  | Collapse of Communism                      |
|                |  | Communism in China                         |
|                |  | Compare and Contrast Revolutions           |
|                |  | Conflict in the Middle East                |
|                |  | Conquest of the Americas                   |
|                |  | Cultural and Intellectual Trends           |
|                |  | Decolonization in Africa                   |
|                |  | Early Egypt                                |
|                |  | Early Greece                               |
|                |  | Early Middle Ages                          |
|                |  | East and West African Civilizations        |
|                |  | Economic Globalization                     |
|                |  | Egyptian Culture                           |
|                |  | End of the Cold War                        |
|                |  | Ethnic and Religious Conflict              |
|                |  | Europe on the Eve of War                   |
|                |  | Feudalism                                  |
|                |  | Genocide                                   |
|                |  | Global Economic Crisis                     |
|                |  | Government in England                      |
|                |  | Greece's Golden Age                        |
|                |  | Hinduism and Buddhism                      |
|                |  | Human Origins and the Neolithic Revolution |
|                |  | Impact of Science and Technology           |
|                |  | Impact of the Crusades                     |
|                |  | Impact of the Industrial Age               |
|                |  | Imperial China                             |
|                |  | Imperialism in Africa                      |
|                |  | Imperialism in East Asia                   |

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|----------------|--|--|
| 113.42.(28)(E) | analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time. |  |
|                | <i>(Cont'd)</i>  | India under British Rule                     |
|                |  | Indian Dynasties                             |
|                |  | Indian Independence                          |
|                |  | Influence of Greek and Roman Government      |
|                |  | International Organizations                  |
|                |  | Islam  |
|                |  | Israel                                       |
|                |  | Japan's Pacific Campaign                     |
|                |  | Judaism                                      |
|                |  | Latin American Revolutions                   |
|                |  | Life in the Early Middle Ages                |
|                |  | Literature and Philosophy of the Renaissance |
|                |  | Ming Dynasty                                 |
|                |  | Modernization in China                       |
|                |  | Mongol Empire                                |
|                |  | Napoleon's Rise and Fall                     |
|                |  | Nationalism in the Middle East               |
|                |  | New Economic Theories                        |
|                |  | Origins of the Cold War                      |
|                |  | Ottoman and Mughal Empires                   |
|                |  | Phoenicia, Assyria, and Persia               |
|                |  | Reconstruction in Japan                      |
|                |  | Research in Social Studies                   |
|                |  | Revolution in Russia                         |
|                |  | Rise of Hitler                               |
|                |  | Roman Civilization                           |
|                |  | Russia and Eastern Europe                    |
|                |  | South Africa and Apartheid                   |
|                |  | Spheres of Influence in Muslim Lands         |
|                |  | Spread of Islam                              |
|                |  | Stalin and the Soviet Union                  |
|                |  | Studying History                             |
|                |  | The American Revolution                      |

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|----------------|---|---|
| 113.42.(28)(E) | analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.<br><br><i>(Cont'd)</i> | The Byzantine Empire<br>The Cold War around the World<br>The Counter-Reformation<br>The Enlightenment<br>The Fall of the Roman Empire<br>The Fertile Crescent<br>The French Revolution Begins<br>The Glorious Revolution<br>The Growth of Cities<br>The Holocaust<br>The Industrial Age<br>The Influence of Judaism and Christianity<br>The New Imperialism<br>The Northern Renaissance<br>The Protestant Reformation<br>The Reign of Terror<br>The Renaissance<br>The Republic of Rome<br>The Rise of China<br>The Scientific Revolution<br>Three Worlds Meet<br>Victory for the Allies<br>Voyages of Exploration<br>Women's Rights and Roles<br>World War I Begins<br>World War I Ends<br>WWII Begins |
| 113.42.(28)(F) | construct a thesis on a social studies issue or event supported by evidence.  | Case Study: Expanding Democracy<br>Writing Workshop: Who are the Most Influential People in History?  |

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| 113.42.(29)    | Social studies skills. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:                       |  |
| 113.42.(29)(A) | create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation. | <ul style="list-style-type: none"> <li>The Industrial Age</li> <li>The Northern Renaissance</li> <li>World War I Ends</li> </ul>   |
| 113.42.(29)(B) | analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.  | <ul style="list-style-type: none"> <li>Civilizations in North and South America</li> <li>Economic Globalization</li> <li>Europe on the Eve of War</li> <li>The Industrial Age</li> <li>The Northern Renaissance</li> <li>The Republic of Rome</li> </ul>   |
| 113.42.(30)    | Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:  |  |
| 113.42.(30)(A) | use social studies terminology correctly.  | <ul style="list-style-type: none"> <li>A New Kind of War</li> <li>Absolute Monarchy in Europe</li> <li>Age of Reform</li> <li>Age of Revolutions</li> <li>American Imperialism</li> <li>Artistic Achievements of the Renaissance</li> <li>Athens and Sparta</li> <li>Authoritarianism, Fascism, and Dictators</li> <li>Challenges in Late Medieval Times</li> <li>Challenges in South America</li> <li>Christianity</li> <li>Church Authority in Europe</li> <li>Civilizations in North and South America</li> <li>Cold War at Its Height</li> <li>Collapse of Communism</li> <li>Communism in China</li> <li>Compare and Contrast Revolutions</li> <li>Conflict in the Middle East</li> <li>Conquest of the Americas</li> </ul> |

| Standard ID    | Standard Text   | Edgenuity Lesson Name  |
|----------------|---|--|
| 113.42.(30)(A) | use social studies terminology correctly.<br>(Cont'd) | Cultural and Intellectual Trends<br>Decolonization in Africa<br>Early Egypt<br>Early Greece<br>Early Middle Ages<br>East and West African Civilizations<br>Economic Globalization<br>Egyptian Culture<br>End of the Cold War<br>Ethnic and Religious Conflict<br>Europe on the Eve of War<br>Feudalism<br>Genocide<br>Global Economic Crisis<br>Government in England<br>Greece's Golden Age<br>Hinduism and Buddhism<br>Human Origins and the Neolithic Revolution<br>Impact of Science and Technology<br>Impact of the Crusades<br>Impact of the Industrial Age<br>Imperial China<br>Imperialism in Africa<br>Imperialism in East Asia<br>India under British Rule<br>Indian Dynasties<br>Indian Independence<br>Influence of Greek and Roman Government<br>International Organizations<br>Islam<br>Israel<br>Japan's Pacific Campaign<br>Judaism<br>Latin American Revolutions<br>Life in the Early Middle Ages |

| Standard ID    | Standard Text   | Edgenuity Lesson Name   |
|----------------|---|---|
| 113.42.(30)(A) | use social studies terminology correctly.<br>(Cont'd) | Literature and Philosophy of the Renaissance<br>Ming Dynasty<br>Modernization in China<br>Mongol Empire<br>Napoleon's Rise and Fall<br>Nationalism in the Middle East<br>New Economic Theories<br>Origins of the Cold War<br>Ottoman and Mughal Empires<br>Phoenicia, Assyria, and Persia<br>Reconstruction in Japan<br>Research in Social Studies<br>Revolution in Russia<br>Rise of Hitler<br>Roman Civilization<br>Russia and Eastern Europe<br>South Africa and Apartheid<br>Spheres of Influence in Muslim Lands<br>Spread of Islam<br>Stalin and the Soviet Union<br>Studying History<br>The American Revolution<br>The Byzantine Empire<br>The Cold War around the World<br>The Counter-Reformation<br>The Enlightenment<br>The Fall of the Roman Empire<br>The Fertile Crescent<br>The French Revolution Begins<br>The Glorious Revolution<br>The Growth of Cities<br>The Holocaust<br>The Industrial Age<br>The Influence of Judaism and Christianity<br>The New Imperialism |

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|----------------|---|---|
| 113.42.(30)(A) | use social studies terminology correctly.   |   |
|                | <i>(Cont'd)</i>   |   |
|                |   | The Northern Renaissance  |
|                |   | The Protestant Reformation  |
|                |   | The Reign of Terror   |
|                |   | The Renaissance   |
|                |   | The Republic of Rome  |
|                |   | The Rise of China   |
|                |   | The Scientific Revolution   |
|                |   | Three Worlds Meet   |
|                |   | Victory for the Allies  |
|                |   | Voyages of Exploration  |
|                |   | Women's Rights and Roles  |
|                |   | World War I Begins  |
|                |   | World War I Ends  |
|                |   | WWII Begins   |
| 113.42.(30)(B) | use effective written communication skills, including proper citations and avoiding plagiarism. |   |
|                |   | Case Study: Expanding Democracy                                   |
|                |   | Research in Social Studies  |
|                |   | The Northern Renaissance  |
|                |   | Writing Workshop: Who are the Most Influential People in History? |
| 113.42.(30)(C) | interpret and create written, oral, and visual presentations of social studies information.     |   |
|                |   | Case Study: Expanding Democracy                                   |
|                |   | Communism in China  |
|                |   | Economic Globalization  |
|                |   | Genocide  |
|                |   | Group Discussions   |
|                |   | Israel  |
|                |   | Japan's Pacific Campaign  |
|                |   | Life in the Early Middle Ages                                     |
|                |   | The Northern Renaissance  |
|                |   | Writing Workshop: Who are the Most Influential People in History? |

| Standard ID | Standard Text   | Edgenuity Lesson Name           |
|-------------|---|---------------------------------|
| 113.42.(31) | Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution. | Case Study: Expanding Democracy |