# Grades 9–12

# World History

# Item Specifications

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# Introduction

In 2014 Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. Groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

One of the documents developed is the item specification document, which includes all Missouri grade level/course expectations arranged by domains/strands. It defines what could be measured on a variety of assessments. The document serves as the foundation of the assessment development process.

Although teachers may use this document to provide clarity to the expectations, these specifications are intended for summative, benchmark, and large-scale assessment purposes.

Components of the item specifications include:

**Expectation Unwrapped** breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

**Depth of Knowledge (DOK) Ceiling** indicates the highest level of cognitive complexity that would typically be assessed on a large scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

**Item Format** indicates the types of test questions used in large scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

**Content Limits/Assessment Boundaries** are parameters that item writers should consider when developing a large scale assessment. For example, some expectations should not be assessed on a large scale assessment but are better suited for local assessment.

**Sample stems** are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways.

**Stimulus Materials** defines types of stimulus materials that can be used in the item stems.

# Grades 9-12 World History

| World History | 9-12.WH.1.CC.A |
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|---|---|
| **Theme** | **Tools of Social Science Inquiry**<br>**In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.**<br>&bull; **Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)**<br>&bull; **Develop compelling questions and research the past.**<br>&bull; **Anticipate and utilize the most useful sources to address their questions.**<br>&bull; **Develop and test claims and counter-claims to address their questions.**<br>&bull; **Take informed action based on their learning.** |
| **Strand** | **History: Continuity and Change**<br>**(World History post c. 1450)** |
| **MLS** | Create and use tools to analyze a chronological sequence of related events in world history. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| Students will use various types of timelines, diagrams, and primary sources to analyze events in world history. Students will create various tools, such as diagrams, charts, maps, and timelines. This could include placing events in their chronological order or using primary source material to identify cause-and-effect relationships between related events. | 3 |
| | **Item Format** |
| | Selected Response<br>Constructed Response<br>Technology Enhanced |
| **Content Limits/Assessment Boundaries** | **Sample Stems** |
| Pair these skills to content for assessment.<br><br>Reference content-specific standards (themes 2-5) to identify appropriate placement to incorporate this tool of social science inquiry. | |
| **Stimulus Materials** | |
| Reference stimulus materials listed in content-specific standard. | |

# Grades 9-12 World History

| World History | | 9-12.WH.1.CC.B |
|---|---|---|
| **Theme** | **Tools of Social Science Inquiry**<br>**In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.**<br>• **Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)**<br>• **Develop compelling questions and research the past.**<br>• **Anticipate and utilize the most useful sources to address their questions.**<br>• **Develop and test claims and counter-claims to address their questions.**<br>• **Take informed action based on their learning.** | |
| **Strand** | **History: Continuity and Change**<br>**(World History post c. 1450)** | |
| **MLS** | Explain connections between historical context and peoples' perspectives at the time in world history. | |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| Students will explain how political, social, and economic circumstances of the time and place shaped the views and actions of individuals and institutions of a particular time period. | 3 |
| | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Pair these skills to content for assessment.<br><br>Reference content-specific standards (themes 2-5) to identify appropriate placement to incorporate this tool of social science inquiry. | |
| **Stimulus Materials**<br>Reference stimulus materials listed in content-specific standard. | |

## Grades 9-12 World History

| World History | 9-12.WH.1.CC.C |
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|---|---|
| **Theme** | **Tools of Social Science Inquiry**<br>**In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.**<br>    • **Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)**<br>    • **Develop compelling questions and research the past.**<br>    • **Anticipate and utilize the most useful sources to address their questions.**<br>    • **Develop and test claims and counter-claims to address their questions.**<br>    • **Take informed action based on their learning.** |
| **Strand** | **History: Continuity and Change**<br>**(World History post c. 1450)** |
| **MLS** | Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of world history post c. 1450 to a contemporary issue. |

| **Expectation Unwrapped** | **DOK Ceiling** |
|---|---|
| | 3 |
| The student will apply an aspect of world history post c. 1450 to a contemporary issue by doing the following:<br>1. Pose a compelling central question.<br>2. Explain how the question builds on the ideas of experts.<br>3. Use specific supporting questions grounded in expert ideas.<br>4. Identify additional questions related to the central question.<br>5. Consult multiple significant sources of various types.<br>6. Critique the strengths and weaknesses of others' ideas.<br>7. Apply an appropriate discipline lens to explain or argue in a precise nuanced way.<br>8. Plan and deliver a presentation based on task, audience, and purpose.<br>9. Make strategic use of multimedia, as appropriate. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |
| **Content Limits/Assessment Boundaries**<br><br>Pair these skills to content for assessment.<br><br>Reference content-specific standards (themes 2-5) to identify appropriate placement to incorporate this tool of social science inquiry. | **Sample Stems** |
| **Stimulus Materials**<br><br>Reference stimulus materials listed in content-specific standard. | |

# Grades 9-12 World History

| World History | 9-12.WH.1.CC.D |
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|---|---|
| **Theme** | **Tools of Social Science Inquiry**<br>**In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.**<br>• **Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)**<br>• **Develop compelling questions and research the past.**<br>• **Anticipate and utilize the most useful sources to address their questions.**<br>• **Develop and test claims and counter-claims to address their questions.**<br>• **Take informed action based on their learning.** |
| **Strand** | **History: Continuity and Change**<br>**(World History post c. 1450)** |
| **MLS** | Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources. |

| **Expectation Unwrapped** | **DOK Ceiling** |
|---|---|
| | 3 |
| Students will apply appropriate disciplinary lenses (concepts, knowledge, reasoning, tools, viewpoints) to explain or argue about a post c. 1450 world history topic in a precise or nuanced way while acknowledging the limitations of those lenses.  Students will use reliable and relevant resources to support their research. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |
| **Content Limits/Assessment Boundaries**<br><br>Pair these skills to content for assessment.<br><br>Reference content-specific standards (themes 2-5) to identify appropriate placement to incorporate this tool of social science inquiry. | **Sample Stems** |
| **Stimulus Materials**<br><br>Reference stimulus materials listed in content-specific standard. | |

# Grades 9-12 World History

| World History | | 9-12.WH.1.CC.E |
|---|---|---|
| **Theme** | **Tools of Social Science Inquiry**<br>**In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.**<br>• **Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)**<br>• **Develop compelling questions and research the past.**<br>• **Anticipate and utilize the most useful sources to address their questions.**<br>• **Develop and test claims and counter-claims to address their questions.**<br>• **Take informed action based on their learning.** | |
| **Strand** | **History: Continuity and Change**<br>**(World History post c. 1450)** | |
| **MLS** | Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem. | |

| **Expectation Unwrapped** | **DOK Ceiling** |
|---|---|
| | 3 |
| Students will clearly, thoroughly, and precisely analyze a problem in world history post c. 1450 to understand its characteristics and causes, using multiple significant examples from different contexts. Students will explain and prioritize opportunities and challenges in addressing the problem. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |
| **Content Limits/Assessment Boundaries**<br><br>Pair these skills to content for assessment.<br><br>Reference content-specific standards (themes 2-5) to identify appropriate placement to incorporate this tool of social science inquiry. | **Sample Stems** |
| **Stimulus Materials**<br><br>Reference stimulus materials listed in content-specific standard. | |

# Grades 9-12 World History

| World History | 9-12.WH.1.GS.A |
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| **Theme** | **Tools of Social Science Inquiry**<br>**In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.**<br>• **Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)**<br>• **Develop compelling questions and research the past.**<br>• **Anticipate and utilize the most useful sources to address their questions.**<br>• **Develop and test claims and counter-claims to address their questions.**<br>• **Take informed action based on their learning.** |
| **Strand** | **Government Systems and Principles**<br>**(World History post c. 1450)** |
| **MLS** | Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in world history post c.1450. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 3 |
| Students will show that laws, policies, and processes have intended and unintended consequences for individuals and groups in society. Students will look at the past and present, identify cause and effect, make predictions about the outcomes of a political decision, and be able to identify the subsequent consequences and benefits. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |
| **Content Limits/Assessment Boundaries**<br><br>Pair these skills to content for assessment.<br><br>Reference content-specific standards (themes 2-5) to identify appropriate placement to incorporate this tool of social science inquiry. | **Sample Stems** |
| **Stimulus Materials**<br><br>Reference stimulus materials listed in content-specific standard. | |

# Grades 9-12 World History

| World History | 9-12.WH.1.GS.B |
|---|---|

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|---|---|
| **Theme** | **Tools of Social Science Inquiry**<br>**In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.**<br>• **Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)**<br>• **Develop compelling questions and research the past.**<br>• **Anticipate and utilize the most useful sources to address their questions.**<br>• **Develop and test claims and counter-claims to address their questions.**<br>• **Take informed action based on their learning.** |
| **Strand** | **Government Systems and Principles**<br>**(World History post c. 1450)** |
| **MLS** | Predict the consequences which can occur when individuals fail to carry out their personal responsibilities. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 3 |
| Students will identify how decisions made by historical leaders impact their respective societies and the world. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Pair these skills to content for assessment.<br><br>Reference content-specific standards (themes 2-5) to identify appropriate placement to incorporate this tool of social science inquiry. | |
| **Stimulus Materials** | |
| Reference stimulus materials listed in content-specific standard. | |

# Grades 9-12 World History

| World History | 9-12.WH.1.GS.C |
|---|---|

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|---|---|
| **Theme** | **Tools of Social Science Inquiry**<br>**In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.**<br>• **Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)**<br>• **Develop compelling questions and research the past.**<br>• **Anticipate and utilize the most useful sources to address their questions.**<br>• **Develop and test claims and counter-claims to address their questions.**<br>• **Take informed action based on their learning.** |
| **Strand** | **Government Systems and Principles**<br>**(World History post c. 1450)** |
| **MLS** | Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups. |

| **Expectation Unwrapped** | **DOK Ceiling** |
|---|---|
| | 3 |
| Students will identify how decisions made by governments, institutions, and organizations impact their respective societies and the world. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |
| **Content Limits/Assessment Boundaries**<br><br>Pair these skills to content for assessment.<br><br>Reference content-specific standards (themes 2-5) to identify appropriate placement to incorporate this tool of social science inquiry. | **Sample Stems** |
| **Stimulus Materials**<br><br>Reference stimulus materials listed in content-specific standard. | |

# Grades 9-12 World History

| World History | 9-12.WH.1.G.A |
|---|---|

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|---|---|
| **Theme** | **Tools of Social Science Inquiry** <br> **In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.** <br> • **Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)** <br> • **Develop compelling questions and research the past.** <br> • **Anticipate and utilize the most useful sources to address their questions.** <br> • **Develop and test claims and counter-claims to address their questions.** <br> • **Take informed action based on their learning.** |
| **Strand** | **Geographic Study** <br> **(World History post c. 1450)** |
| **MLS** | Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| Students will create and use multiple relevant sources of various types (maps, visuals, charts, graphs, data, and diagrams) to make generalizations based on data supported by facts. | 3 |
| | **Item Format** <br> Selected Response <br> Constructed Response <br> Technology Enhanced |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Pair these skills to content for assessment. <br><br> Reference content-specific standards (themes 2-5) to identify appropriate placement to incorporate this tool of social science inquiry. | |
| **Stimulus Materials** | |
| Reference stimulus materials listed in content-specific standard. | |

# Grades 9-12 World History

| World History | 9-12.WH.1.G.B |
|---|---|

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|---|---|
| **Theme** | **Tools of Social Science Inquiry**<br>**In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.**<br>    • **Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)**<br>    • **Develop compelling questions and research the past.**<br>    • **Anticipate and utilize the most useful sources to address their questions.**<br>    • **Develop and test claims and counter-claims to address their questions.**<br>    • **Take informed action based on their learning.** |
| **Strand** | **Geographic Study**<br>**(World History post c. 1450)** |
| **MLS** | Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture. |

| **Expectation Unwrapped** | **DOK Ceiling**<br>3 |
|---|---|
| Students will differentiate between physical and human characteristics.  Students will identify cultural characteristics that make a region.  Characteristics could include religion, language, and customs.  Students will be able to draw conclusions about how these characteristics are defined and how they change within various regions. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |
| **Content Limits/Assessment Boundaries**<br><br>Pair these skills to content for assessment.<br><br>Reference content-specific standards (themes 2-5) to identify appropriate placement to incorporate this tool of social science inquiry. | **Sample Stems** |
| **Stimulus Materials**<br><br>Reference stimulus materials listed in content-specific standard. | |

# Grades 9-12 World History

| World History | | 9-12.WH.1.G.C |
|---|---|---|
| **Theme** | **Tools of Social Science Inquiry**<br>**In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.**<br>• **Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)**<br>• **Develop compelling questions and research the past.**<br>• **Anticipate and utilize the most useful sources to address their questions.**<br>• **Develop and test claims and counter-claims to address their questions.**<br>• **Take informed action based on their learning.** | |
| **Strand** | **Geographic Study**<br>**(World History post c. 1450)** | |
| **MLS** | Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world. | |

| **Expectation Unwrapped** | **DOK Ceiling** |
|---|---|
| Students will, relative to key content, locate major cities and states and identify geographic features. | 3 |
| | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |

| **Content Limits/Assessment Boundaries** | **Sample Stems** |
|---|---|
| Pair these skills to content for assessment.<br><br>Reference content-specific standards (themes 2-5) to identify appropriate placement to incorporate this tool of social science inquiry. | |
| **Stimulus Materials** | |
| Reference stimulus materials listed in content-specific standard. | |

# Grades 9-12 World History

| World History | 9-12.WH.1.EC.A |
|---|---|

| | |
|---|---|
| **Theme** | **Tools of Social Science Inquiry**<br>**In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.**<br>• **Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)**<br>• **Develop compelling questions and research the past.**<br>• **Anticipate and utilize the most useful sources to address their questions.**<br>• **Develop and test claims and counter-claims to address their questions.**<br>• **Take informed action based on their learning.** |
| **Strand** | **Economic Concepts**<br>**(World History post c. 1450)** |
| **MLS** | Using a world history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1450. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 3 |
| Students will define opportunity cost. Students will create a cost-benefit analysis of the effect of macroeconomic decisions, made by governments, on individuals and society. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Pair these skills to content for assessment.<br><br>Reference content-specific standards (themes 2-5) to identify appropriate placement to incorporate this tool of social science inquiry. | |
| **Stimulus Materials** | |
| Reference stimulus materials listed in content-specific standard. | |

# Grades 9-12 World History

| World History | 9-12.WH.1.PC.A |
|---|---|

| | |
|---|---|
| **Theme** | **Tools of Social Science Inquiry**<br>**In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.**<br>• **Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)**<br>• **Develop compelling questions and research the past.**<br>• **Anticipate and utilize the most useful sources to address their questions.**<br>• **Develop and test claims and counter-claims to address their questions.**<br>• **Take informed action based on their learning.** |
| **Strand** | **People, Groups, and Cultures**<br>**(World History post c. 1450)** |
| **MLS** | Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 3 |
| Students, when analyzing primary resources, will be able to take into consideration point of view; bias; audience; purpose; and political, social, and economic circumstances of the time to develop historical empathy. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Pair these skills to content for assessment.<br><br>Reference content-specific standards (themes 2-5) to identify appropriate placement to incorporate this tool of social science inquiry. | |
| **Stimulus Materials**<br><br>Reference stimulus materials listed in content-specific standard. | |

# Grades 9-12 World History

| World History | 9-12.WH.1.PC.B |
|---|---|

| | |
|---|---|
| **Theme** | **Tools of Social Science Inquiry**<br>**In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.**<br>• **Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)**<br>• **Develop compelling questions and research the past.**<br>• **Anticipate and utilize the most useful sources to address their questions.**<br>• **Develop and test claims and counter-claims to address their questions.**<br>• **Take informed action based on their learning.** |
| **Strand** | **People, Groups and Cultures**<br>**(World History post c. 1450)** |
| **MLS** | Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| Using a world history lens, students will examine the origins and impacts of social structures and stratification on societies and individuals through each theme. | 3 |
| | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Pair these skills to content for assessment.<br><br>Reference content-specific standards (themes 2-5) to identify appropriate placement to incorporate this tool of social science inquiry. | |
| **Stimulus Materials**<br><br>Reference stimulus materials listed in content-specific standard. | |

# Grades 9-12 World History

| World History | 9-12.WH.2.CC.A |
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|---|---|
| **Theme** | **Accelerated Exchange**<br>**The study of world history begins with a brief review of areas of wealth including African cultures, the Islamic world, and Chinese dynasties. The links among regions through travel are emphasized, which illustrates interregional connections in the period of accelerated exchange. Examples include: West Africa, the Eurasian heartland, and the oceanic routes of the South China Sea and the Indian Ocean. The rebirth of education, arts, and sciences, along with major shifts in perspectives of culture, government and the Church, shaped the Western world. Students will examine how the accelerated exchanges occurring before the Renaissance and Reformation challenged old ideas and created new solutions for an emerging modern world.** |
| **Strand** | **History: Continuity and Change** |
| **MLS** | Explain the causes and effects of the expansion of societies in Western Africa, Byzantine Empire, Gupta India, Chinese Dynasties, and Muslim Empires. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 3 |
| Students will identify and explain the causes and effects of expansion of the following societies: Western Africa, Byzantine Empire, Gupta India, Chinese Dynasties, and Muslim Empires. | **Item Format** |
| • Causes might include political, religious, and economic motivations for expansion. | Selected Response |
| • Effects might include conflicts between societies, economic or geographic advantages, and the spread of cultural/religious ideas. | Constructed Response<br>Technology Enhanced |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Content may include, but is not limited to, the following:<br>• Use stimuli (such as maps), make conclusions about the causes and effects of the expansion of major civilizations of this time period<br>• Use stimuli (such as maps or other data) to identify political and geographic advantages of civilizations | |
| **Stimulus Materials** | |
| Maps, timelines, cause/effect diagrams, primary sources, secondary sources | |

# Grades 9-12 World History

| World History | 9-12.WH.2.CC.B |
|---|---|

| | |
|---|---|
| **Theme** | **Accelerated Exchange**<br>**The study of world history begins with a brief review of areas of wealth including African cultures, the Islamic world, and Chinese dynasties. The links among regions through travel are emphasized, which illustrates interregional connections in the period of accelerated exchange. Examples include: West Africa, the Eurasian heartland, and the oceanic routes of the South China Sea and the Indian Ocean. The rebirth of education, arts, and sciences, along with major shifts in perspectives of culture, government and the Church, shaped the Western world. Students will examine how the accelerated exchanges occurring before the Renaissance and Reformation challenged old ideas and created new solutions for an emerging modern world.** |
| **Strand** | **History: Continuity and Change** |
| **MLS** | Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 2 |
| The student will create SPICE charts (social, political, interaction between humans and the environment, cultural, economic) for comparison of the major civilizations of the Middle Ages. | **Item Format**<br>Constructed Response<br>Technology Enhanced |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Content may include, but is not limited to, the following:<br>• Use stimuli to create SPICE charts (social, political, interaction between humans and the environment, cultural, economic) for comparison of the major civilizations of the Middle Ages<br>• Use stimuli to sort characteristics of civilizations into the appropriate categories<br>• Summarize what makes medieval societies of the period similar and different. | |

| Stimulus Materials |
|---|
| Primary sources, secondary sources, maps, charts, graphs, timelines |

# Grades 9-12 World History

| World History | 9-12.WH.2.CC.C |
|---|---|
| **Theme** | **Accelerated Exchange**<br>**The study of world history begins with a brief review of areas of wealth including African cultures, the Islamic world, and Chinese dynasties. The links among regions through travel are emphasized, which illustrates interregional connections in the period of accelerated exchange. Examples include: West Africa, the Eurasian heartland, and the oceanic routes of the South China Sea and the Indian Ocean. The rebirth of education, arts, and sciences, along with major shifts in perspectives of culture, government and the Church, shaped the Western world. Students will examine how the accelerated exchanges occurring before the Renaissance and Reformation challenged old ideas and created new solutions for an emerging modern world.** |
| **Strand** | **History: Continuity and Change** |
| **MLS** | Explain how the Crusades, Scientific Revolution, Black Death, and the resulting exchanges that followed, impacted Europe and led to the Renaissance. |

| **Expectation Unwrapped** | **DOK Ceiling** |
|---|---|
| | 3 |
| The student will identify contributions in math, science, technology, and classical literature of the Islamic world during the Middle Ages that were brought to Europe as a result of the Crusades and European interaction with the East.<br><br>The student will identify how the Black Death led to the decline/fall of feudalism, a rise in incomes, and a reduction in population. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |
| **Content Limits/Assessment Boundaries**<br><br>Content may include, but is not limited to, the following:<br>• Describe the contributions of the Islamic world during the Middle Ages to Europe<br>• Identify the social, political, and economic effects of Crusades and Black Death on Europe<br>• Explain cause-and-effect relationships between Crusades/Black Death and their impacts | **Sample Stems** |
| **Stimulus Materials**<br><br>Primary sources, secondary sources, maps, charts, graphs, timelines | |

# Grades 9-12 World History

| World History | 9-12.WH.3.CC.A |
|---|---|

| | |
|---|---|
| **Theme** | **Age of Discovery and Exchange** |
| | **Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization.  This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange.  This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning.   During this period, great empires in the old and new world developed, expanded and collapsed.** |
| **Strand** | **History: Continuity and Change** |
| | **(World History post c. 1450)** |
| **MLS** | Analyze the historical context of the Protestant Reformation and Scientific Revolution to explain new institutions and ways of thinking, and explain their social, political and economic impact. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 3 |
| The student will describe the power and abuses of the Catholic Church on the people of Europe. The student will evaluate the impact of the printing press on the availability and dissemination of information, including translation and mass production of religious and scientific texts. The student will identify the various political and economic motivations for the Protestant Reformation. | **Item Format** |
| | Selected Response |
| | Constructed Response |
| | Technology Enhanced |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Content may include, but is not limited to, the following: <br> • Explain how new religious institutions (such as Lutheranism, Calvinism, Church of England) responded to the issues identified by religious reformers <br> • Describe how the ideas of the Scientific Revolution, such as the heliocentric theory and advances in medicine, challenged the authority of the Catholic Church | |
| **Stimulus Materials** | |
| Primary sources, secondary sources, charts, graphs, maps | |

# Grades 9-12 World History

| World History | 9-12.WH.3.CC.B |
|---|---|

| | |
|---|---|
| **Theme** | **Age of Discovery and Exchange**<br>**Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization.  This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange.  This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning.   During this period, great empires in the old and new world developed, expanded and collapsed.** |
| **Strand** | **History: Continuity and Change**<br>**(World History post c. 1450)** |
| **MLS** | Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa, and the Americas. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 3 |
| The student will explain the various causes for European overseas exploration and expansion, including the spread of Christianity, resources, new routes to Asia for the spice trade, and individual and national prestige. The student will describe how this expansion affected the colonizing nations and the indigenous peoples. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Content may include, but is not limited to, the following:<br>• Trace the motivations for European overseas exploration and expansion<br>• Describe the consequences of European exploration and colonization on the European nations and the indigenous peoples (such as the Columbian Exchange, triangular trade, Atlantic slave trade) | |

| Stimulus Materials | |
|---|---|
| Primary sources, secondary sources, maps, charts, graphs, timelines | |

# Grades 9-12 World History

| World History | 9-12.WH.3.CC.C |
|---|---|

| | |
|---|---|
| **Theme** | **Age of Discovery and Exchange**<br>**Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization.  This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange.  This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning.   During this period, great empires in the old and new world developed, expanded and collapsed.** |
| **Strand** | **History: Continuity and Change**<br>**(World History post c. 1450)** |
| **MLS** | Explain the challenges and benefits of large land empires including those found in Russia, China, and the Middle East. |

| **Expectation Unwrapped** | **DOK Ceiling**<br>3 |
|---|---|
| The student will identify and label large, land-based empires (such as Russia, China, Ottoman). The student will summarize the geographic and demographic advantages and disadvantages of these empires. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |

| **Content Limits/Assessment Boundaries**<br><br>Content may include, but is not limited to, the following:<br>• Use maps to identify and label large, land-based empires (such as Russia, China, Ottoman)<br>• Use stimuli, (maps, charts, graphs) to identify challenges and benefits of effectively controlling a large empire | **Sample Stems** |
|---|---|
| **Stimulus Materials**<br><br>Primary sources, secondary sources, maps, charts, graphs, timelines | |

# Grades 9-12 World History

| World History | 9-12.WH.4.CC.A |
|---|---|

| | |
|---|---|
| **Theme** | **Age of Revolution**<br>The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives.  Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society. |
| **Strand** | **History: Continuity and Change**<br>**(World History post c. 1450)** |
| **MLS** | Evaluate the forms of republics over time to determine their implication for pre-revolutionary ideas and expectations during the Age of Revolution. |

| **Expectation Unwrapped** | **DOK Ceiling** |
|---|---|
| | 3 |
| The student will review characteristics of republican forms of government through history, with an emphasis on Rome, noting the structures and function of republics. The student will describe how the earlier republics provided an alternative model to absolutism. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |
| **Content Limits/Assessment Boundaries**<br><br>Content may include, but is not limited to, the following:<br>• Describe the structure and function of the ancient Roman Republic<br>• Use stimuli to evaluate the extent to which early republics influenced prerevolutionary ideas by making connections and noting similarities | **Sample Stems** |
| **Stimulus Materials**<br><br>Primary sources (such as excerpts from the Philosophe's, Livy's writings about Roman democracy), secondary sources, charts, graphs, Venn diagrams, timelines | |

# Grades 9-12 World History

| World History | 9-12.WH.4.CC.B |
|---|---|

| | |
|---|---|
| **Theme** | **Age of Revolution**<br>**The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives.  Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society.** |
| **Strand** | **History: Continuity and Change**<br>**(World History post c. 1450)** |
| **MLS** | Compare and contrast causes and significant outcomes of political revolutions during this era. |

| **Expectation Unwrapped** | **DOK Ceiling** |
|---|---|
| | 3 |
| The student will outline the causes and outcomes of political revolutions, such as the Glorious Revolution, the American Revolution, the French Revolution, the Haitian Revolution, and the Latin American revolutions.<br>&bull; Causes include political, social, and economic tensions between and within societies.<br>&bull; Outcomes include political independence/new governmental systems, conflicts within and between nations (Napoleonic Wars), varying levels of political stability, and social and economic change. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |
| **Content Limits/Assessment Boundaries**<br><br>Content may include, but is not limited to, the following:<br>&bull; Use a Venn diagram to compare and contrast the causes and outcomes of the above political revolutions<br>&bull; Evaluate (score/measure) the success of revolutions in achieving their goals, supporting conclusions with evidence | **Sample Stems** |
| **Stimulus Materials**<br><br>Primary sources, secondary sources, maps, charts, graphs, Venn diagrams, timelines | |

# Grades 9-12 World History

| World History | 9-12.WH.4.CC.C |
|---|---|

| Theme | Age of Revolution<br>The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives. Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society. |
|---|---|
| Strand | History: Continuity and Change<br>(World History post c. 1450) |
| MLS | Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 3 |
| The student will analyze how political revolutions and reform movements (mainly of the Industrial Revolution, such as education, labor, women's rights) changed governments and policies. | **Item Format** |
| • Political revolutions-Written Constitutions, Enlightenment ideas and writings, Bills of Rights, protection of minority rights, rise of nationalism | Selected Response |
| • Industrial Revolution-Altered economic status of individuals, rise of new economies | Constructed Response |
| • Reform movements-Political, economic, social reform led to protections and new government institutions | Technology Enhanced |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Content may include, but is not limited to, the following:<br>• Categorize political revolutions and reform movements with their lasting impacts<br>• Use stimuli (such as a graph) to identify the movement that prompted a particular demographic change<br>• Summarize the ideals represented in foundational documents of the era | |

| Stimulus Materials | |
|---|---|
| Primary sources, secondary sources, maps, charts, graphs, timelines | |

# Grades 9-12 World History

| World History | 9-12.WH.4.CC.D |
|---|---|

| | |
|---|---|
| **Theme** | **Age of Revolution**<br>**The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives. Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society.** |
| **Strand** | **History: Continuity and Change**<br>**(World History post c. 1450)** |
| **MLS** | Analyze responses and reactions to revolutions in order to predict future conflicts. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 3 |
| The student will explain how people, institutions, and governments responded to economic and political revolutions of the mid and late 19th century. The student will describe how changes and conflicts were introduced by the new forms of government, new economic systems, and new social order. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Content may include, but is not limited to, the following:<br>• Use stimuli to analyze the response/reaction to above-mentioned revolutions, such as how the French Revolution led to the Concert of Europe; how the Haitian Revolution led to Napoleon's sale of LA territory; how the Industrial Revolution led to class struggles; how the Napoleonic wars led to nationalism in Europe. | |
| **Stimulus Materials** | |
| Primary sources, secondary sources, maps, charts, graphs | |

# Grades 9-12 World History

| World History | 9-12.WH.4.CC.E |
|---|---|

| | |
|---|---|
| **Theme** | **Age of Revolution**<br>**The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives.  Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society.** |
| **Strand** | **History: Continuity and Change**<br>**(World History post c. 1450)** |
| **MLS** | Evaluate the impact of nationalism on existing and emerging peoples and nations post c. 1450. |

| **Expectation Unwrapped** | **DOK Ceiling** |
|---|---|
| | 3 |
| The student will define and explain the link between nationalism and national identity, including the various ways nationalism manifests itself (such as race/ethnicity, religions, region, language groups).  The student will identify the long-term effects of nationalism on the international order. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |

| **Content Limits/Assessment Boundaries** | **Sample Stems** |
|---|---|
| Content may include, but is not limited to, the following:<br>• Use stimuli to assess the impact of nationalism on the unification movements in European countries such as Germany and Italy<br>• Use maps or other stimuli to draw conclusions about the impact of nationalism on nation-states during this period | |
| **Stimulus Materials** | |
| Primary sources (such as quotes, posters), secondary sources, maps, charts, graphs, timelines | |

# Grades 9-12 World History

| World History | 9-12.WH.5.CC.A |
|---|---|

| | |
|---|---|
| **Theme** | **Modern Era**<br>**The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War. Economic collapse of the 1930s enabled the rise of totalitarianism which sparked World War II. The polarization which followed the world wars resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world. These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.** |
| **Strand** | **History: Continuity and Change**<br>**(World History post c. 1450)** |
| **MLS** | Analyze world-wide imperialism in the late nineteenth and twentieth centuries to determine its causes and consequences. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 3 |

| Expectation Unwrapped | Item Format |
|---|---|
| The student will identify the major imperial powers, including Great Britain, Italy, Germany, the United States, and France, and analyze the cultural, economic, and nationalistic motivations for imperialism. The student will explain the consequences of imperialism for the imperial nations and for the indigenous populations.<br>• Causes-Desire for new markets/raw materials, social Darwinism, political competition<br>• Consequences-Increased political tensions, exploitation of conquered regions, economic growth of European nations | Selected Response<br>Constructed Response<br>Technology Enhanced |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Content may include, but is not limited to, the following:<br>• Analyze the underlying conditions in Europe that led to imperialism (such as the belief in racial superiority, nationalism, religion, economic theories)<br>• Evaluate consequences (positive and negative) of imperialism for the colonizers and indigenous populations<br>• Summarize the significance of the period of imperialism on international conflict, placing the period into context with WWI and related wars | |

| Stimulus Materials | |
|---|---|
| Primary sources (such as *White Man's Burden* by Kipling), timelines, maps, charts, graphs, secondary sources | |

# Grades 9-12 World History

| World History | 9-12.WH.5.CC.B |
|---|---|

| Theme | Modern Era |
|---|---|
| | The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War.  Economic collapse of the 1930s enabled the rise of totalitarianism which sparked World War II.  The polarization which followed the world wars resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world.  These developments greatly impacted cultural diffusion along with the movement and displacement of peoples. |
| Strand | History: Continuity and Change (World History post c. 1450) |
| MLS | Trace the origins, and relationships among the world wars, revolutions, and global conflicts of twentieth century to determine their impacts on the world today. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 3 |
| The student will identify the underlying causes of World War I, the Russian Revolution, and World War II.  The student will describe how the conditions set forth in the Treaty of Versailles gave rise to nationalism and totalitarianism. The student will identify changes in national borders as a result of World War I and World War II. | **Item Format** <br> Selected Response <br> Constructed Response <br> Technology Enhanced |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Content may include, but is not limited to, the following: <br> • Analyze cause-and-effect relationships among wars, revolutions, and conflicts of this time period <br> • Describe how WWII set the stage for later conflicts and world politics | |

| Stimulus Materials |
|---|
| Primary sources (such as Treaty of Versailles, Article 231/War Guilt Clause, nationalistic speeches), timelines, maps, charts, graphs |

# Grades 9-12 World History

| World History | 9-12.WH.5.CC.C |
|---|---|

| | |
|---|---|
| **Theme** | **Modern Era**<br>**The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War.  Economic collapse of the 1930s enabled the rise of totalitarianism which sparked World War II.  The polarization which followed the world wars resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world.  These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.** |
| **Strand** | **History: Continuity and Change**<br>**(World History post c. 1450)** |
| **MLS** | Analyze the varying process of colonization and decolonization to compare their impact on and legacies in the world today. |

| **Expectation Unwrapped** | **DOK Ceiling** |
|---|---|
| | 3 |
| The student will analyze the various responses to colonization (passive/active resistance, nationalist movements, political revolution/independence movements); the origins and characteristics of decolonization movements in various regions, such as India, China, Middle East, Sub-Saharan Africa, and Latin America; and contemporary social, economic, and political characteristics of these listed regions. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |
| **Content Limits/Assessment Boundaries**<br><br>Content may include, but is not limited to, the following:<br>• Comparison of demographic and economic data via charts, graphs, and other primary and secondary sources to make inferences about the effects of decolonization<br>• Cause/effect relationships between decolonization movements and regional conditions today | **Sample Stems** |
| **Stimulus Materials**<br><br>Primary and secondary sources, timelines, maps, charts, graphs | |

# Grades 9-12 World History

| World History | 9-12.WH.2.GS.A |
|---|---|
| **Theme** | **Accelerated Exchange**<br>**The study of world history begins with a brief review of areas of wealth including African cultures, the Islamic world, and Chinese dynasties. The links among regions through travel are emphasized, which illustrates interregional connections in the period of accelerated exchange. Examples include: West Africa, the Eurasian heartland, and the oceanic routes of the South China Sea and the Indian Ocean. The rebirth of education, arts, and sciences, along with major shifts in perspectives of culture, government and the Church, shaped the Western world. Students will examine how the accelerated exchanges occurring before the Renaissance and Reformation challenged old ideas and created new solutions for an emerging modern world.** |
| **Strand** | **Governmental Systems and Principles**<br>**(World History post c. 1450)** |
| **MLS** | Compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 3 |
| The student will use Venn diagrams/charts to compare and contrast governmental systems of Western Europe, Italian city-states, early America, Middle East, and China. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Content may include, but is not limited to, the following:<br><br>• Create a Venn diagram/chart to compare and contrast various governmental systems<br>• Use scenarios to identify the characteristics of each type of governmental system<br>• Compare the impact of various government types on people's lives, noting specific examples of their structure or function | |
| **Stimulus Materials**<br><br>Primary sources, secondary sources, charts, graphs | |

# Grades 9-12 World History

| World History | 9-12.WH.2.GS.B |
|---|---|

| | |
|---|---|
| **Theme** | **Accelerated Exchange**<br>**The study of world history begins with a brief review of areas of wealth including African cultures, the Islamic world, and Chinese dynasties. The links among regions through travel are emphasized, which illustrates interregional connections in the period of accelerated exchange. Examples include: West Africa, the Eurasian heartland, and the oceanic routes of the South China Sea and the Indian Ocean. The rebirth of education, arts, and sciences, along with major shifts in perspectives of culture, government and the Church, shaped the Western world. Students will examine how the accelerated exchanges occurring before the Renaissance and Reformation challenged old ideas and created new solutions for an emerging modern world.** |
| **Strand** | **Governmental Systems and Principles**<br>**(World History post c. 1450)** |
| **MLS** | Explain the influence of the classical revival on governmental systems including their source of power, how leaders are selected, and how decisions are made. |

| **Expectation Unwrapped** | **DOK Ceiling** |
|---|---|
| | 3 |
| The student will identify government models that appear in emerging political systems of the Middle Ages and Renaissance. The student will analyze the structure of governments to explain how they obtained power and the extent to which they included individuals in decision making. | **Item Format** |
| &bull; Limited constitutional monarchy in England and France<br>&bull; Theocracies<br>&bull; Italian republics | Selected Response<br>Constructed Response<br>Technology Enhanced |

| **Content Limits/Assessment Boundaries** | **Sample Stems** |
|---|---|
| Content may include, but is not limited to, the following:<br>&bull; Create a chart to identify how democracies/republics derive their power, how the leaders are selected, and how decisions are made | |
| **Stimulus Materials** | |
| Primary sources, secondary sources, charts, graphs | |

# Grades 9-12 World History

| World History | 9-12.WH.3.GS.A |
|---|---|

| Theme | Age of Discovery and Exchange |
|---|---|
| | Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization.  This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange.  This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning.   During this period, great empires in the old and new world developed, expanded and collapsed. |
| Strand | Governmental Systems and Principles (World History post c. 1450) |
| MLS | Describe how governments and institutions of the Eastern and Western Hemispheres changed to deal with the challenges and opportunities of an interconnected world. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 2 |
| The student will explain how European countries developed systems to support and keep control of their overseas holdings, such as government-chartered joint-stock companies, sophisticated bureaucracies, and colonial systems. | **Item Format** Selected Response Constructed Response Technology Enhanced |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Content may include, but is not limited to, the following: <ul><li>Describe the various governmental systems and why they were utilized to maintain control of colonial holdings, such the encomienda system and joint-stock companies</li></ul> | |

| Stimulus Materials | |
|---|---|
| Primary sources, secondary sources, maps, charts, graphs, timelines | |

# Grades 9-12 World History

| World History | 9-12.WH.3.GS.B |
|---|---|

| Theme | Age of Discovery and Exchange |
|---|---|
| | **Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization. This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange. This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning. During this period, great empires in the old and new world developed, expanded and collapsed.** |
| **Strand** | **Governmental Systems and Principles** |
| | **(World History post c. 1450)** |
| **MLS** | Analyze the style and function of a leader to determine his/her impact on a governmental system. |

| **Expectation Unwrapped** | **DOK Ceiling** |
|---|---|
| | 3 |
| The student will compare and contrast the leadership style of absolute rulers of this period, such as Louis XIV of France; Peter the Great of Russia; Philip II of Spain; James I, Oliver Cromwell of England. | **Item Format** |
| | Selected Response |
| | Constructed Response |
| | Technology Enhanced |

| **Content Limits/Assessment Boundaries** | **Sample Stems** |
|---|---|
| Content may include, but is not limited to, the following:<br>• Create a Venn diagram to highlight similarities and differences among absolute rulers of the period, such as their type of rule, the way they maintained control, accomplishments, and impact of their rule<br>• Determine the extent to which various leaders of the period embody the idea of absolute monarch | |
| **Stimulus Materials** | |
| Primary sources, secondary sources, maps, charts, graphs | |

# Grades 9-12 World History

| World History | 9-12.WH.4.GS.A |
|---|---|
| **Theme** | **Age of Revolution**<br>**The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives. Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society.** |
| **Strand** | **Governmental Systems and Principles**<br>**(World History post c. 1450)** |
| **MLS** | Analyze the key ideas of Enlightenment thinkers to explain the development of ideas such as natural law, natural rights, social contract, due process, and separation of powers. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 3 |
| The student will explain how the Enlightenment represented new ideas about government and the changing role of the citizen. The student will describe how these ideas challenged the old order (new ideas such as limited government, individual/natural rights, reliance on logic and reason). | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Content may include, but is not limited to, the following:<br>• Use quotes or excerpts of writings from the philosophes, excerpts of important US and French documents to describe how the quote/excerpt reflects one of the new ideas of the Enlightenment<br>• Summarize the significance of various concepts of the Enlightenment towards the establishment of limited government | |

| Stimulus Materials | |
|---|---|
| Primary sources (such as quotes from the philosophes, excerpts of writings from Philosophes, the US Constitution, the Declaration of Independence, the Declaration of the Rights of Man), secondary sources | |

# Grades 9-12 World History

| World History | 9-12.WH.4.GS.B |
|---|---|

| | |
|---|---|
| **Theme** | **Age of Revolution**<br>**The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives. Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society.** |
| **Strand** | **Governmental Systems and Principles**<br>**(World History post c. 1450)** |
| **MLS** | Compare and contrast limited and absolute governments and the extent of their impact on individuals and society. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 3 |
| The student will describe the powers held by an absolute government (such as citizens, economy, military) versus limited government. Example of absolute versus limited could be France (Louis XIV) and Great Britain (king/parliament). | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Content may include, but is not limited to, the following:<br><ul><li>Categorize functions of government that would be consistent with absolute and/or limited governments (such as control of military, individual rights, judicial system)</li><li>Determine whether the information in a given scenario is consistent with absolute or limited rule</li></ul> | |

| Stimulus Materials |
|---|
| Primary sources, secondary sources, charts, graphs |

# Grades 9-12 World History

| World History | 9-12.WH.4.GS.C |
|---|---|

| | |
|---|---|
| **Theme** | **Age of Revolution**<br>**The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives. Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society.** |
| **Strand** | **Governmental Systems and Principles**<br>**(World History post c. 1450)** |
| **MLS** | Compare and contrast government systems resulting from political revolutions. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 3 |
| The student will compare and contrast the results of the American and French Revolutions. Points to consider include structure and role of government and rights of citizens. The student will use this comparison to analyze the successes and failures of both revolutions. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Content may include, but is not limited to, the following:<br>• Create a Venn diagram comparing the outcomes of the American and French Revolutions considering, structure, role of government, and rights of citizens<br>• Use this comparison to analyze the political successes and failures of both revolutions | |
| **Stimulus Materials** | |
| Primary sources, secondary sources, charts, graphs, timelines | |

# Grades 9-12 World History

| World History | 9-12.WH.5.GS.A |
|---|---|

| | |
|---|---|
| **Theme** | **Modern Era**<br>**The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War.  Economic collapse of the 1930s enabled the rise of totalitarianism which sparked World War II.  The polarization which followed the world wars resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world.  These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.** |
| **Strand** | **Governmental Systems and Principles**<br>**(World History post c. 1450)** |
| **MLS** | Compare and contrast evolving governmental systems, including monarchy, theocracy, totalitarianism and representative government to determine their impact on society. |

| **Expectation Unwrapped** | **DOK Ceiling**<br>3 |
|---|---|
| The student will be able to look at the similarities and differences of various governmental systems, including how individuals and groups participate and how these government systems respond to the needs of individuals and groups. By reviewing these similarities and differences, students will be able to determine the impact of each governmental system on society.<br>• Monarchy: European nations before/during/after WWI<br>• Totalitarianism: Soviet Union, Nazi Germany<br>• Theocracy: Ottoman Empire<br>• Representative government: United States, Great Britain, France | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |
| **Content Limits/Assessment Boundaries**<br><br>Content may include, but is not limited to, the following:<br>• Compare and contrast the characteristics of various governmental systems<br>• Identify the means by which various governmental systems have established and maintained power<br>• Use historical evidence to evaluate the ability of various government structures to respond to the needs of their citizens<br>• Make connections between governmental systems and conflicts that arise from each | **Sample Stems** |
| **Stimulus Materials**<br><br>Photos/images, political cartoons, charts, graphs, primary source accounts, examples of laws, policies and practices | |

# Grades 9-12 World History

| World History | 9-12.WH.5.GS.B |
|---|---|

| | |
|---|---|
| **Theme** | **Modern Era**<br>**The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War.  Economic collapse of the 1930s enabled the rise of totalitarianism which sparked World War II.  The polarization which followed the world wars resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world.  These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.** |
| **Strand** | **Governmental Systems and Principles**<br>**(World History post c. 1450)** |
| **MLS** | Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order. |

| **Expectation Unwrapped** | **DOK Ceiling**<br>3 |
|---|---|
| The student will identify the purpose and function of international organizations such as the League of Nations/United Nations, NATO, and Warsaw Pact. The student will determine purpose and function of trade organizations and agreements such as OPEC, NAFTA, and the EU. The student will assess the advantages and disadvantages of treaties, trade agreements, and international organizations. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |
| **Content Limits/Assessment Boundaries**<br><br>Content may include, but is not limited to, the following:<br>• Use graphs, charts and/or data to evaluate the effectiveness of various international organizations in addressing specific global challenges<br>• Use stimuli to determine or predict the consequences of treaties and international organizations on international order and global challenges | **Sample Stems** |
| **Stimulus Materials**<br><br>Charts, graphs, maps, data, treaty provisions or agreements, member nation responsibilities, other primary sources | |

# Grades 9-12 World History

| World History | 9-12.WH.2.G.A |
|---|---|

| Theme | Accelerated Exchange |
|---|---|
| | **The study of world history begins with a brief review of areas of wealth including African cultures, the Islamic world, and Chinese dynasties. The links among regions through travel are emphasized, which illustrates interregional connections in the period of accelerated exchange. Examples include: West Africa, the Eurasian heartland, and the oceanic routes of the South China Sea and the Indian Ocean. The rebirth of education, arts, and sciences, along with major shifts in perspectives of culture, government and the Church, shaped the Western world. Students will examine how the accelerated exchanges occurring before the Renaissance and Reformation challenged old ideas and created new solutions for an emerging modern world.** |
| **Strand** | **Geographical Study** |
| | **(World History post c. 1450)** |
| **MLS** | Analyze physical geography to explain how regions are connected or isolated from each other. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 3 |
| The student will use various thematic maps to identify geographic barriers to, as well as geographic characteristics that would facilitate, the spread of people and information. The student will explain the impact of the barriers to communication and exchange. | **Item Format** |
| | Selected Response |
| | Constructed Response |
| | Technology Enhanced |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Content may include, but is not limited to, the following: | |
| • Use world maps to identify geographic barriers throughout the world as well as geographic characteristics that would facilitate communication and exchange | |
| • Use stimuli to explain the impact of geography in relation to communication and exchange | |
| • Make connections between the physical characteristics of places and the extent of their interaction with other regions | |

| Stimulus Materials | |
|---|---|
| Primary sources, secondary sources, graphs, charts, maps | |

# Grades 9-12 World History

| World History | 9-12.WH.2.G.B |
|---|---|

| | |
|---|---|
| **Theme** | **Accelerated Exchange**<br>**The study of world history begins with a brief review of areas of wealth including African cultures, the Islamic world, and Chinese dynasties. The links among regions through travel are emphasized, which illustrates interregional connections in the period of accelerated exchange. Examples include: West Africa, the Eurasian heartland, and the oceanic routes of the South China Sea and the Indian Ocean. The rebirth of education, arts, and sciences, along with major shifts in perspectives of culture, government and the Church, shaped the Western world. Students will examine how the accelerated exchanges occurring before the Renaissance and Reformation challenged old ideas and created new solutions for an emerging modern world.** |
| **Strand** | **Geographical Study**<br>**(World History post c. 1450)** |
| **MLS** | Compare and contrast geographic regions by examining the cultural characteristics of European, African, Asian, and American societies. |

| **Expectation Unwrapped** | **DOK Ceiling** |
|---|---|
| | 3 |
| The student will identify cultural characteristics that make a region. Characteristics could include religion, language, and customs. The student will be able to draw conclusions about how these characteristics defined regions in Europe, Asia, Africa, and the Americas. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |
| **Content Limits/Assessment Boundaries**<br><br>Content may include, but is not limited to, the following:<br>• Use stimulus to create a chart that uses cultural characteristics to delineate various regions in Europe, Asia, Africa, and the Americas<br>• Use maps to draw conclusions about how regions represent similar cultural characteristics of places<br>• Categorize cultural characteristics relevant to various physical regions | **Sample Stems** |
| **Stimulus Materials**<br><br>Primary sources, secondary sources, maps, charts, graphs | |

# Grades 9-12 World History

| World History | 9-12.WH.3.G.A |
|---|---|

| | |
|---|---|
| **Theme** | **Age of Discovery and Exchange**<br>**Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization.  This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange.  This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning.   During this period, great empires in the old and new world developed, expanded and collapsed.** |
| **Strand** | **Geographical Study**<br>**(World History post c. 1450)** |
| **MLS** | Analyze physical geography to explain the availability and movement of resources. |

| **Expectation Unwrapped** | **DOK Ceiling** |
|---|---|
| | 3 |
| The student will use maps to determine the geographic motivations (supply and demand for specific products) for the development of new trade routes. | **Item Format** |
| <ul><li>Trans Saharan trade</li><li>Silk Road and successors</li><li>Indian Ocean trade</li></ul> | Selected Response<br>Constructed Response<br>Technology Enhanced |
| **Content Limits/Assessment Boundaries** | **Sample Stems** |
| Content may include, but is not limited to, the following:<ul><li>Using maps, students will analyze the various geographic features to determine the advantages and disadvantages that nations would encounter in relation to the availability and movement of resources, such as spices, precious metals, and luxury items.</li></ul> | |
| **Stimulus Materials** | |
| Primary sources, secondary sources, maps, charts, graphs | |

# Grades 9-12 World History

| World History | 9-12.WH.3.G.B |
|---|---|

| | |
|---|---|
| **Theme** | **Age of Discovery and Exchange**<br>**Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization. This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange. This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning. During this period, great empires in the old and new world developed, expanded and collapsed.** |
| **Strand** | **Geographical Study**<br>**(World History post c. 1450)** |
| **MLS** | Describe major changes in patterns of migration and human settlement in Africa, Asia and the Americas resulting from European expansion. |

| **Expectation Unwrapped** | **DOK Ceiling** |
|---|---|
| | 3 |
| The student will describe the motivations for movement and settlement, such as Ming China's policy of isolation, expansion of Russia into Central Asia/Siberia, European movement to the New World and South Asia, and the forced movement of Africans to the New World. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |
| **Content Limits/Assessment Boundaries**<br><br>Content may include, but not limited to, the following:<br>• Use stimuli (such as side-by-side maps) to describe trends that are evident in regard to migration and human settlement (such as increase/decrease in sizes) | **Sample Stems** |
| **Stimulus Materials**<br><br>Primary sources, secondary sources, maps, charts, graphs, timelines | |

# Grades 9-12 World History

| World History | 9-12.WH.4.G.A |
|---|---|

| | |
|---|---|
| **Theme** | **Age of Revolution**<br>**The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives. Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society.** |
| **Strand** | **Geographical Study**<br>**(World History post c. 1450)** |
| **MLS** | Explain how and why places changed as a result of revolutions and why people perceived the same place in varied ways. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 3 |
| The student will identify how and why borders can change based on results of revolution (for instance, 13 colonies became a united country; changing national borders in Europe—revolutions of the time period). The student will use maps to draw conclusions about changes that take place as a result of revolutions, new borders created based on ethnicity or geography.<br><br>The student will describe how regional differences led to citizens viewing strengths/weaknesses/challenges of the new states differently. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |
| **Content Limits/Assessment Boundaries**<br><br>Content may include, but is not limited to, the following:<br>• Use maps to summarize the impact of a time period on a region (such as maps of the United States and/or Europe before and after the revolutions)<br>• Explain the political reasons for changes in regions as a result of revolutions | **Sample Stems** |
| **Stimulus Materials**<br><br>Primary sources (such as diary entries, speeches), secondary sources, maps, charts, graphs, timelines | |

# Grades 9-12 World History

| World History | 9-12.WH.4.G.B |
|---|---|

| | |
|---|---|
| **Theme** | **Age of Revolution**<br>**The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives.  Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society.** |
| **Strand** | **Geographical Study**<br>**(World History post c. 1450)** |
| **MLS** | Extrapolate the push-pull factors created by revolutions to determine their impacts on population distribution, settlements, and migrations. |

| **Expectation Unwrapped** | **DOK Ceiling** |
|---|---|
| | 3 |
| Using sources (such as maps, graphs, charts), the student will develop conclusions about the impact of the Industrial Revolution on the movement and settlement of people. Push factors will include lack of employment opportunities, improved agricultural practices, and enclosure movement. Pull factors will include industrialization, factory system, advanced technology, and development of mass markets. The student will summarize the impact of industrialization on individuals and society. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |

| **Content Limits/Assessment Boundaries** | **Sample Stems** |
|---|---|
| Content may include, but is not limited to, the following:<br>• Use stimuli to make connections between economic change and demographic changes<br>• Use stimuli to analyze charts for the causes and results of demographic trends | |
| **Stimulus Materials** | |
| Primary sources, secondary sources, charts, maps, graphs, timelines | |

# Grades 9-12 World History

| World History | 9-12.WH.4.G.C |
|---|---|

| Theme | Age of Revolution<br>The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives.  Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society. |
|---|---|
| Strand | Geographical Study<br>(World History post c. 1450) |
| MLS | Explain the significance of new technologies in expanding people's' capacity to modify the physical environment and their intended and unintended consequences. |

| **Expectation Unwrapped** | **DOK Ceiling**<br>3 |
|---|---|
| The student will describe new technologies (such as steam engine coal mining, railroads, larger factories) and explain the impact of these technologies on the geography and the environment (such as movement of people, pollution, larger cities). | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |

| **Content Limits/Assessment Boundaries**<br><br>Content may include, but is not limited to, the following:<br>• Explain how technology has increased people's ability to modify the physical environment<br>• Use stimuli to interpret geographic representations to make conclusions about changes to the physical environment<br>• Use stimuli to analyze the advantages and disadvantages of new technologies on the geography and environment | **Sample Stems** |
|---|---|
| **Stimulus Materials**<br><br>Primary sources, secondary sources, maps, charts, graphs | |

# Grades 9-12 World History

| World History | 9-12.WH.5.G.A |
|---|---|
| **Theme** **Modern Era** **The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War.  Economic collapse of the 1930s enabled the rise of totalitarianism which sparked World War II.  The polarization which followed the world wars resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world.  These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.** **Strand** **Geographical Study** **(World History post c. 1450)** **MLS** Analyze physical geography to explain the availability and movement of resources. | |

| **Expectation Unwrapped** | **DOK Ceiling** 3 |
|---|---|
| The student will analyze the geographic location of major global resources and raw materials used in production, the patterns of resource distribution and availability, and how to utilize a variety of maps to draw conclusions about the strategic importance of places. | **Item Format** Selected Response Constructed Response Technology Enhanced |
| **Content Limits/Assessment Boundaries** Content may include, but not is limited to, the following: <br> • Use a variety of maps to draw conclusions about the strategic importance of places <br> • Use a map to identify the geographic location of key waterways used for the movement of particular global resources <br> • Use a map to identify the geographic location and distribution of major global resources | **Sample Stems** |
| **Stimulus Materials** Maps (political, physical, resource distribution) | |

# Grades 9-12 World History

| World History | 9-12.WH.5.G.B |
|---|---|

| | |
|---|---|
| **Theme** | **Modern Era**<br>**The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War. Economic collapse of the 1930s enabled the rise of totalitarianism which sparked World War II. The polarization which followed the world wars resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world. These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.** |
| **Strand** | **Geographical Study**<br>**(World History post c. 1450)** |
| **MLS** | Explain how technology has reduced barriers and expanded peoples' capacity to make use of, or modify, the physical environment. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 2 |
| The student will be able to explain the impact of the "Green Revolution" on populations, the methods used for the extraction of natural resources and their consequences, and the importance and impact of major engineering projects such as the Panama and Suez canals, locks, and dams. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Content may include, but is not limited to, the following:<br>• Explain how technology has increased people's ability to modify the physical environment<br>• Use stimuli to interpret geographic representations to make conclusions about changes to the physical environment<br>• Use a map to identify the geographic locations of key waterways used for the movement of global resources<br>• Use stimuli to explain the advantages and disadvantages of major engineering projects of the 20th century<br>• Make conclusions about the significance of technology on events of the period | |

| Stimulus Materials | |
|---|---|
| Maps (political, physical, resource distribution), charts, graphs, primary sources | |

# Grades 9-12 World History

| World History | 9-12.WH.5.G.C |
|---|---|

| | |
|---|---|
| **Theme** | **Modern Era** |
| | **The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War.  Economic collapse of the 1930s enabled the rise of totalitarianism which sparked World War II.  The polarization which followed the world wars resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world.  These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.** |
| **Strand** | **Geographical Study** |
| | **(World History post c. 1450)** |
| **MLS** | Evaluate the relationship between technological and scientific advancements and increasing global interaction. |

| **Expectation Unwrapped** | **DOK Ceiling** |
|---|---|
| | 3 |
| The student will identify modern era scientific and technological advances in production, transportation, and communication such as radio and digital communication systems, aircraft, ships, and automation of production. The student will then use this information to evaluate how these advancements have led to the rise of global interaction. | **Item Format** |
| | Selected Response |
| | Constructed Response |
| | Technology Enhanced |

| **Content Limits/Assessment Boundaries** | **Sample Stems** |
|---|---|
| Content may include, but is not limited to, the following: <ul><li>Use stimuli to categorize various types of technological and scientific advancements with their impact on global interaction</li><li>Develop an argument about the impact of a specific technological and/or scientific advancement on increased global interaction</li><li>Use stimuli to identify arguments that would support the connection between specific technological and/or scientific advancements and increased global interaction</li></ul> | |
| **Stimulus Materials** | |
| Primary sources, maps, charts, graphs | |

# Grades 9-12 World History

| World History | 9-12.WH.5.G.D |
|---|---|

| Theme | Modern Era |
|---|---|
| | **The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War.  Economic collapse of the 1930s enabled the rise of totalitarianism which sparked World War II.  The polarization which followed the world wars resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world.  These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.** |
| **Strand** | **Geographical Study** |
| | **(World History post c. 1450)** |
| **MLS** | Analyze major demographic patterns to determine their effect on the human and physical systems. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 3 |
| The student will identify a variety of demographic patterns, such as diasporic populations, immigration, and disease. The student can then use maps, charts, and graphs to make conclusions about the impact of those patterns on governments, societies, and physical and cultural environments. | **Item Format** |
| | Selected Response |
| | Constructed Response |
| | Technology Enhanced |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Content may include, but is not limited to, the following: | |
| • Use demographic and environmental data to make conclusions about the impact of various demographic patterns on physical and cultural environments | |
| • Analyze various perspectives on demographic changes to categorize point of view regarding these changes | |

| Stimulus Materials | |
|---|---|
| Maps, charts, graphs, primary sources, timelines | |

# Grades 9-12 World History

| World History | 9-12.WH.2.EC.A |
|---|---|

| | |
|---|---|
| **Theme** | **Accelerated Exchange**<br>**The study of world history begins with a brief review of areas of wealth including African cultures, the Islamic world, and Chinese dynasties. The links among regions through travel are emphasized, which illustrates interregional connections in the period of accelerated exchange. Examples include: West Africa, the Eurasian heartland, and the oceanic routes of the South China Sea and the Indian Ocean. The rebirth of education, arts, and sciences, along with major shifts in perspectives of culture, government and the Church, shaped the Western world. Students will examine how the accelerated exchanges occurring before the Renaissance and Reformation challenged old ideas and created new solutions for an emerging modern world.** |
| **Strand** | **Economic Concepts**<br>**(World History post c. 1450)** |
| **MLS** | Analyze the flow of goods and ideas along ocean and overland trade routes to explain their contributions to economic success or failures of societies in Europe, Africa, Middle East, India, the Americas and China. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 3 |
| The student will identify key trade routes/networks of this time period, such as Silk Roads, Mediterranean Sea, Indian Ocean, Trans-Saharan, and Trans-Arabian. The student will describe the products that were traded as well as the flow of ideas along these routes and how these products and ideas impacted the societies involved (such as Olmecs, Mississippians, Mali Kingdom, Swahili city-states, Mediterranean region, Tang and Song Dynasties in China, Mongols). | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Content may include, but is not limited to, the following:<br>• Use maps to identify key trade routes of this time period<br>• Create a chart that identifies products and ideas that contributed to economic success or failure of various societies<br>• Use stimuli to develop an argument identifying how involvement in a trade network or exclusion from it impacted a region | |

| Stimulus Materials | |
|---|---|
| Primary sources, secondary sources, maps, charts, graphs, timelines | |

# Grades 9-12 World History

| World History | 9-12.WH.3.EC.A |
|---|---|

| | |
|---|---|
| **Theme** | **Age of Discovery and Exchange**<br>**Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization. This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange. This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning. During this period, great empires in the old and new world developed, expanded and collapsed.** |
| **Strand** | **Economic Concepts**<br>**(World History post c. 1450)** |
| **MLS** | Compare the extent and impact of African, European, American and Asian trade networks. |

| **Expectation Unwrapped** | **DOK Ceiling** |
|---|---|
| | 3 |
| The student will identify the trade networks of the time period (such as Triangular Trade, Indian Ocean Trade, Silk Road, Trans-Saharan, Trans-Arabian, early American trade in Caribbean, between Central and South America). The student will compare trading partners, goods, modes of transportation, economic, and demographic impact. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |
| **Content Limits/Assessment Boundaries**<br><br>Content may include, but is not limited to, the following:<br>• Use stimuli to create a chart that compares the various trade networks of the time period<br>• Use stimuli to develop an argument supporting which trade network had the greatest impact on the world and the people involved | **Sample Stems** |
| **Stimulus Materials**<br><br>Primary sources, secondary sources, maps, graphs, charts, timelines | |

# Grades 9-12 World History

| World History | 9-12.WH.3.EC.B |
|---|---|

| Theme | Age of Discovery and Exchange<br>**Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization. This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange. This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning. During this period, great empires in the old and new world developed, expanded and collapsed.** |
|---|---|
| **Strand** | **Economic Concepts**<br>**(World History post c. 1450)** |
| **MLS** | Compare the origins, development and effects of coerced labor systems in Asia, Africa, Europe and the Americas. |

| **Expectation Unwrapped** | **DOK Ceiling** |
|---|---|
| | 3 |
| The student will compare coerced labor systems in Asia, Africa, Europe, and the Americas (such as Incan Mit'a system; defeated Russians, Slavs, Germans, and Poles sent to Istanbul; Mamluks who were Turkish/Mongol slave soldiers who fought for Egypt, Atlantic Slave Trade). The student will describe the origins, structure, and motivations for each system (such as race-based, defeated peoples). | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |

| **Content Limits/Assessment Boundaries** | **Sample Stems** |
|---|---|
| Content may include, but is not limited to, the following:<br>• Use stimuli to create a chart that compares the various coerced labor systems of the time period<br>• Use stimuli to develop an argument supporting which coerced labor system had the greatest impact on the world and the people involved<br>• Compare labor systems, summarizing the motivations for coerced/slave labor across various regions | |
| **Stimulus Materials** | |
| Primary sources, secondary sources, maps, charts, graphs, timelines | |

# Grades 9-12 World History

| World History | 9-12.WH.3.EC.C |
|---|---|

| | |
|---|---|
| **Theme** | **Age of Discovery and Exchange**<br>**Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization.  This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange.  This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning.   During this period, great empires in the old and new world developed, expanded and collapsed.** |
| **Strand** | **Economic Concepts**<br>**(World History post c. 1450)** |
| **MLS** | Describe how new sources of wealth, resulting from increasing global interactions, impacted cultures and civilizations. |

| **Expectation Unwrapped** | **DOK Ceiling** |
|---|---|
| | 3 |
| The student will identify positive and negative consequences of the new sources of wealth resulting from global interaction on cultures and civilizations (such as increased interest in exploration, accumulation of capital, stimulation of Afro-Eurasian trade, inflation, exploitation of people and resources, emphasis on cultivation of cash crops, diffusion/destruction of cultures). | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |
| **Content Limits/Assessment Boundaries**<br><br>Content may include, but is not limited to, the following:<br>• Use stimuli to identify positive and negative consequences of the new sources of wealth that resulted from increased global interactions | **Sample Stems** |
| **Stimulus Materials**<br><br>Primary sources, secondary sources, maps, charts, graphs, timelines | |

# Grades 9-12 World History

| World History | 9-12.WH.4.EC.A |
|---|---|

| | | |
|---|---|---|
| **Theme** | **Age of Revolution** <br> **The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives. Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society.** | |
| **Strand** | **Economic Concepts** <br> **(World History post c. 1450)** | |
| **MLS** | Analyze the origins and characteristics of laissez faire, market, mixed, and command economic systems to determine their effects on personal, social, and political decisions. | |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 3 |
| The student will differentiate among the major components of each economic system (such as government involvement, allocation of resources, individual choice, economic liberty, who controls the means of production). The student will explain the relationship between challenges/new ideas of the period and development of the economic systems. | **Item Format** <br> Selected Response <br> Constructed Response <br> Technology Enhanced |
| **Content Limits/Assessment Boundaries** <br><br> Content may include, but is not limited to, the following: <br> • Identify the characteristics of Laissez-faire, market, mixed, and command economic systems (such as government involvement, allocation of resources, individual choice, economic liberty, who controls the means of production) on personal, social, and political decisions <br> • Use scenarios to explain the relationship between challenges/new ideas of the period and development of the various economic systems | **Sample Stems** |
| **Stimulus Materials** <br><br> Primary sources, secondary sources, charts, graphs, timelines | |

# Grades 9-12 World History

| World History | 9-12.WH.4.EC.B |
|---|---|

| | |
|---|---|
| **Theme** | **Age of Revolution**<br>**The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives. Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society.** |
| **Strand** | **Economic Concepts**<br>**(World History post c. 1450)** |
| **MLS** | Examine the connections among natural resources, entrepreneurship, innovation, labor, and capital to determine their effects on an industrial economy in Europe, Africa, Asia and the Americas. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 3 |
| The student will define and apply economic concepts to the period of industrialization to explain increased economic productivity and activity. The student will recognize that economic forces and decisions significantly affected the economies in Europe, Africa, Asia, and the Americas. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Content may include, but is not limited to, the following:<br>• Draw conclusions about how the following economic concepts changed industrial economies: natural resources, labor, capital, markets, colonies, entrepreneurs, and innovation | |
| **Stimulus Materials**<br><br>Primary sources, secondary sources, maps, charts, graphs | |

# Grades 9-12 World History

| World History | 9-12.WH.5.EC.A |
|---|---|
| **Theme** | **The Modern Era**<br>**The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War.  Economic collapse of the 1930s enabled the rise of totalitarianism which sparked World War II.  The polarization which followed the world wars resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world.  These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.** |
| **Strand** | **Economic Concepts**<br>**(World History post c. 1450)** |
| **MLS** | Analyze economic systems such as market, mixed, and command to determine their impact on economic growth, labor markets, rights of citizens, the environment, and resource allocation in and among regions. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 3 |
| The student will differentiate among key components of market, mixed, and command economies, such as who controls factors of production, rights of citizens, private versus public ownership, and extent of government involvement/regulation. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Content may include, but is not limited to, the following:<br>• Use primary sources to connect a particular economic system to intended and unintended consequences, such as economic growth, labor markets, rights of citizens, the environment, and resource allocation<br>• Use primary and secondary sources to differentiate the effects of each type of economy in relation to economic growth, labor markets, rights of citizens, the environment, and resource allocation | |
| **Stimulus Materials**<br><br>Primary sources, secondary sources, graphs, charts, maps | |

# Grades 9-12 World History

| World History | 9-12.WH.5.EC.B |
|---|---|

| | |
|---|---|
| **Theme** | **The Modern Era**<br>**The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War.  Economic collapse of the 1930s enabled the rise of totalitarianism which sparked World War II.  The polarization which followed the world wars resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world.  These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.** |
| **Strand** | **Economic Concepts**<br>**(World History post c. 1450)** |
| **MLS** | Evaluate the response of individuals, groups, and governments to economic, environmental, health, and medical challenges to understand how systems change and evolve over time. |

| **Expectation Unwrapped** | **DOK Ceiling** |
|---|---|
| | 3 |
| There are numerous examples of individuals, groups, and governments that have responded to challenges in the modern era. The student will analyze primary and secondary sources to evaluate the response of individuals, groups, and governments to economic, environmental, health, and medical challenges.  The student will trace how individuals, groups, and governments have prompted change. The student will be able to evaluate the effectiveness of those responses. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |
| **Content Limits/Assessment Boundaries**<br><br>Content may include, but is not limited to, the following:<br>• Use primary and secondary sources that include case studies of individuals, groups, and/or governments that have affected change and evaluate the effectiveness of their responses<br>• Match changes in governments, economic systems, and health and medical institutions with individuals, groups, and movements which prompted the change<br>• Prepare evidence-based research findings to share with an audience | **Sample Stems** |
| **Stimulus Materials**<br><br>Primary and secondary sources, maps, charts, graphs, timelines | |

# Grades 9-12 World History

| World History | 9-12.WH.2.PC.A |
|---|---|

| | |
|---|---|
| **Theme** | **Accelerated Exchange** |
| | The study of world history begins with a brief review of areas of wealth including African cultures, the Islamic world, and Chinese dynasties. The links among regions through travel are emphasized, which illustrates interregional connections in the period of accelerated exchange. Examples include: West Africa, the Eurasian heartland, and the oceanic routes of the South China Sea and the Indian Ocean. The rebirth of education, arts, and sciences, along with major shifts in perspectives of culture, government and the Church, shaped the Western world. Students will examine how the accelerated exchanges occurring before the Renaissance and Reformation challenged old ideas and created new solutions for an emerging modern world. |
| **Strand** | **People, Groups, and Cultures** |
| | **(World History post c. 1450)** |
| **MLS** | Explain how scientific and technological advancements impacted the interconnectedness within and among regions. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 2 |
| The student will explain how scientific and technological advancements contributed to increased interconnectedness with and among regions (such as terrace farming, chinampas, three-field system, dhow ships, lateen sails, rudders, camel saddles, compass, astrolabe, knowledge of monsoon winds, metallurgy, gunpowder, Viking longboat, qanat irrigation system). | **Item Format** |
| | Selected Response |
| | Constructed Response |
| | Technology Enhanced |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Content may include, but is not limited to, the following: <br> • Match a scientific or technological advancement with its impact on interconnectedness among regions <br> • Infer how technological and scientific advancements are solutions to the geographic challenges or opportunities of places | |

| Stimulus Materials |
|---|
| Primary sources, secondary sources, charts, maps, graphs, timelines |

# Grades 9-12 World History

| World History | 9-12.WH.2.PC.B |
|---|---|

| | |
|---|---|
| **Theme** | **Accelerated Exchange**<br>**The study of world history begins with a brief review of areas of wealth including African cultures, the Islamic world, and Chinese dynasties. The links among regions through travel are emphasized, which illustrates interregional connections in the period of accelerated exchange. Examples include: West Africa, the Eurasian heartland, and the oceanic routes of the South China Sea and the Indian Ocean. The rebirth of education, arts, and sciences, along with major shifts in perspectives of culture, government and the Church, shaped the Western world. Students will examine how the accelerated exchanges occurring before the Renaissance and Reformation challenged old ideas and created new solutions for an emerging modern world.** |
| **Strand** | **People, Groups, and Cultures**<br>**(World History post c. 1450)** |
| **MLS** | Analyze the intellectual, architectural, and artistic achievements of the Renaissance resulting from the rebirth of Classical ideas. |

| **Expectation Unwrapped** | **DOK Ceiling**<br>3 |
|---|---|
| The student will analyze examples of various achievements of the Renaissance (such as sculpture, philosophy, architecture, music, paintings, literature) and explain how they represent the ideals and values of the Renaissance. The student will make connections between the achievements of the period and the historical context from which they were developed. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |

| **Content Limits/Assessment Boundaries** | **Sample Stems** |
|---|---|
| Content may include, but is not limited to, the following:<br><br>• Use stimuli (such as artwork, primary source excerpts, music, literature) to identify the characteristics of the thoughts/products which reflected the realities and trends of the time and/or challenged the status quo<br>• Sort or categorize works of the Renaissance to explain their significance and connection to the period<br>• Develop a concept map that shows the various kinds of advancements of the period, providing examples for each | |
| **Stimulus Materials**<br><br>Primary sources (such as propaganda, philosophical literature, artwork, music, literature), secondary sources | |

# Grades 9-12 World History

| World History | 9-12.WH.2.PC.C |
|---|---|

| | |
|---|---|
| **Theme** | **Accelerated Exchange**<br>**The study of world history begins with a brief review of areas of wealth including African cultures, the Islamic world, and Chinese dynasties. The links among regions through travel are emphasized, which illustrates interregional connections in the period of accelerated exchange. Examples include: West Africa, the Eurasian heartland, and the oceanic routes of the South China Sea and the Indian Ocean. The rebirth of education, arts, and sciences, along with major shifts in perspectives of culture, government and the Church, shaped the Western world. Students will examine how the accelerated exchanges occurring before the Renaissance and Reformation challenged old ideas and created new solutions for an emerging modern world.** |
| **Strand** | **People, Groups, and Cultures**<br>**(World History post c. 1450)** |
| **MLS** | Analyze the historic development of Islam, as well as the expansion of Christianity, Islam, Buddhism, in order to explain their transformations and roles in conflict and cooperation. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 3 |
| The student will trace the rise of Islam from its origins on the Arabian peninsula to its spread through North Africa to Europe. The student will identify why and how major religions expanded over time. The student will make connections between religious expansion and major conflicts of the period. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Content may include, but is not limited to, the following:<br>• Use stimuli to identify examples of conflict and/or cooperation between major religions of this time period<br>• Identify the reasons/methods for the spread of Islam, Christianity, and Buddhism<br>• Compare/contrast the methods of religious expansion employed by Christians, Muslims, and Buddhists | |

| Stimulus Materials | |
|---|---|
| Primary sources, secondary sources, maps, charts, graphs, timelines | |

# Grades 9-12 World History

| World History | 9-12.WH.3.PC.A |
|---|---|

| | |
|---|---|
| **Theme** | **Age of Discovery and Exchange**<br>**Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization.  This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange.  This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning.   During this period, great empires in the old and new world developed, expanded and collapsed.** |
| **Strand** | **People, Groups, and Cultures**<br>**(World History post c. 1450)** |
| **MLS** | Analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict. |

| **Expectation Unwrapped** | **DOK Ceiling** |
|---|---|
| | 3 |
| The student will describe how the time period of discovery and exchange resulted in both global interdependence and conflict (such as Triangular Trade and Columbian Exchange). The student will determine the impact of both of these developments (such as introduction of firearms to Africa and Japan, competition/conflict among European countries). | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |

| **Content Limits/Assessment Boundaries** | **Sample Stems** |
|---|---|
| Content may include, but is not limited to, the following:<br>• Identify examples of global interdependence from this time period<br>• Identify examples of conflict generated by global interaction and exchange from this time period<br>• Use stimuli to develop an argument analyzing the impact of the exploration and exchange | |

| **Stimulus Materials** | |
|---|---|
| Primary sources, secondary sources, maps, charts, graphs, timelines | |

# Grades 9-12 World History

| World History | 9-12.WH.3.PC.B |
|---|---|
| **Theme** | **Age of Discovery and Exchange** <br> **Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization.  This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange.  This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning.   During this period, great empires in the old and new world developed, expanded and collapsed.** |
| **Strand** | **People, Groups, and Cultures** <br> **(World History post c. 1450)** |
| **MLS** | Determine the extent and impact of cultural exchange, interaction, and disruption that resulted from the Columbian Exchange and European expansion in the Eastern and Western Hemispheres. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 3 |
| The student will identify short-term and long-term consequences of cultural exchange and interaction resulting from the Columbian Exchange (diffusion/destruction of cultures; syncretic religions such as Vodun and Santeria in Caribbean, Christianity in Asia; languages such as Creole, Gullah). | **Item Format** <br> Selected Response <br> Constructed Response <br> Technology Enhanced |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Content may include, but is not limited to, the following: <br> • Use stimuli to identify short term and long term consequences of cultural exchange and interaction resulting from the Columbian Exchange <br> • Use stimuli to correctly identify connections between causes of cultural interaction and outcomes of these events | |
| **Stimulus Materials** <br><br> Primary sources, secondary sources, maps, charts, graphs | |

# Grades 9-12 World History

| World History | 9-12.WH.3.PC.C |
|---|---|

| | |
|---|---|
| **Theme** | **Age of Discovery and Exchange**<br>**Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization.  This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange.  This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning.   During this period, great empires in the old and new world developed, expanded and collapsed.** |
| **Strand** | **People, Groups, and Cultures**<br>**(World History post c. 1450)** |
| **MLS** | Assess changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions. |

| **Expectation Unwrapped** | **DOK Ceiling** |
|---|---|
| | 3 |
| The student will identify how the age of discovery impacted the roles of class, ethnicity, race, gender, and age. The student will draw conclusions about the impact of this period on the roles of individuals and groups in society (such as social classes in Europe and Asia, the basis for slavery). | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |

| **Content Limits/Assessment Boundaries** | **Sample Stems** |
|---|---|
| Content may include, but is not limited to, the following:<br>• Use stimuli to identify the continuity and change of one of the above roles in the age of discovery and exchange<br>• Use stimuli to analyze the causes of continuity and change of one of the above roles throughout and across time periods<br>• Use historical context to explain examples of changing roles of individuals and groups during this period | |
| **Stimulus Materials** | |
| Primary sources, secondary sources, graphs, charts | |

# Grades 9-12 World History

| World History | 9-12.WH.3.PC.D |
|---|---|

| | |
|---|---|
| **Theme** | **Age of Discovery and Exchange**<br>**Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization.  This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange.  This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning.   During this period, great empires in the old and new world developed, expanded and collapsed.** |
| **Strand** | **People, Groups, and Cultures**<br>**(World History post c. 1450)** |
| **MLS** | Trace the development and impact of religious, reform on exploration, interactions and conflicts among various, groups and nations. |

| **Expectation Unwrapped** | **DOK Ceiling** |
|---|---|
| | 3 |
| The student will make connections between the Protestant Reformation and other religious movements on conflict in Europe and overseas expansion (such as Reconquista of Spain, Catholic Counter Reformation, globalization of Christianity, Thirty Years' War). | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |
| **Content Limits/Assessment Boundaries**<br><br>Content may include, but is not limited to, the following:<br><ul><li>Identify the cause/effect relationship between the religious movements of the time period and their impact on the people, groups, and cultures</li><li>Describe how religious reforms and conflicts motivated various groups to explore new lands and shaped their interactions with native peoples</li></ul> | **Sample Stems** |
| **Stimulus Materials**<br><br>Primary sources, secondary sources, charts, graphs, maps, timelines | |

# Grades 9-12 World History

| World History | 9-12.WH.4.PC.A |
|---|---|

| Theme | Age of Revolution<br>The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives.  Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society. |
|---|---|
| Strand | People, Groups, and Cultures<br>(World History post c. 1450) |
| MLS | Analyze the intellectual, artistic, and literary achievements of the Enlightenment and ensuing revolutions in order to determine how they challenged the status quo. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 3 |

| | Item Format |
|---|---|
| The student will look at examples of art (such as sculpture, architecture, music, paintings, literature) and identify the characteristics of what they represent. The student will make connections between the products and the context of the time period from which they were developed. | Selected Response<br>Constructed Response<br>Technology Enhanced |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Content may include, but is not limited to, the following:<br><br>• Use stimuli (such as photographs, artwork, primary source excerpts, music, literature) to identify the characteristics of the thoughts/products which reflected the realities and trends of the time and/or challenged the status quo<br>• Analyze artistic works from the period; sort or categorize each by the perspective they represent; determine whether they represent (value) the status quo or embrace the changes of the period | |

| Stimulus Materials | |
|---|---|
| Primary sources (such as propaganda, political cartoons, philosophical literature, artwork, music, literature), secondary sources | |

# Grades 9-12 World History

| World History | 9-12.WH.4.PC.B |
|---|---|

| Theme | Age of Revolution<br>The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives.  Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society. |
|---|---|
| **Strand** | **People, Groups, and Cultures**<br>**(World History post c. 1450)** |
| **MLS** | Analyze new technologies and new forms of energy to determine their effects on the lives of individuals, groups, and societal organization. |

| **Expectation Unwrapped** | **DOK Ceiling** |
|---|---|
|  | 3 |

The student will describe new technologies and forms of energy, such as steam engine and electricity, and explain the impact of these technologies on individuals, groups, and societal organization. Areas affected could include women and children in the workplace, other labor laws, factory system, unionization, and education system. The student will examine the impact of technology on daily life:
- Living conditions
- Urbanization
- Nature of work
- Social classes/wealth

**Item Format**

Selected Response
Constructed Response
Technology Enhanced

| **Content Limits/Assessment Boundaries** | **Sample Stems** |
|---|---|

Content may include, but is not limited to, the following:
- Explain how technology/new forms of energy have increased people's ability to modify their environment
- Use stimuli to analyze the advantages and disadvantages of new technologies/forms of energy on the lives of individuals, groups and societal organization
- Compare and contrast daily life before and after the Industrial Revolution, such as family structure, patterns of work, and demographic changes

**Stimulus Materials**

Primary sources, secondary sources, maps, charts, graphs

# Grades 9-12 World History

| World History | 9-12.WH.4.PC.C |
|---|---|

| | |
|---|---|
| **Theme** | **Age of Revolution**<br>**The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives.  Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society.** |
| **Strand** | **People, Groups, and Cultures**<br>**(World History post c. 1450)** |
| **MLS** | Analyze social and educational reform movements to determine their impact on the challenges brought about by revolutions. |

| **Expectation Unwrapped** | **DOK Ceiling** |
|---|---|
| | 3 |
| The student will trace the origins of social and educational reforms (such as lycees in France, women's rights/Mary Wollstonecraft/Declaration of the Rights of Women, economic theories). The student will identify the extent to which educational and social reforms are solutions to the challenges of the newly formed governments and the Industrial Revolution (child labor laws, compulsory public education, suffrage, abolition, unionization). | **Item Format**<br><br>Selected Response<br>Constructed Response<br>Technology Enhanced |

| **Content Limits/Assessment Boundaries** | **Sample Stems** |
|---|---|
| Content may include, but is not limited to, the following:<br>• Use stimuli (such as diary entry, excerpt from laws, quotes) to analyze the relationship of reforms to challenges of the era<br>• Match/categorize social and educational reforms of this era to the challenges they were intended to solve | |
| **Stimulus Materials**<br><br>Primary sources (such as diary entries, excerpts from laws, quotes), secondary sources, charts, graphs | |

# Grades 9-12 World History

| World History | 9-12.WH.4.PC.D |
|---|---|

| Theme | Age of Revolution |
|---|---|
| | The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives. Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society. |
| **Strand** | **People, Groups, and Cultures** |
| | **(World History post c. 1450)** |
| **MLS** | Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 3 |
| With stimuli, the student will identify how the revolutions of the era changed the role of individuals and groups in relationship to one another: | **Item Format** |
| &bull; Artistic trends, such as Baroque, Neoclassical, Romanticism | Selected Response |
| &bull; Changes in the class system | Constructed Response |
| &bull; Slavery and abolition movements | Technology Enhanced |
| &bull; Race/tribe and imperialism in Africa and Asia | |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Content may include, but is not limited to, the following: | |
| &bull; Use stimuli to analyze how the artistic trends reflected the philosophies and realities of the era | |
| &bull; Rank the extent to which given specific revolutionary trends each impacted individuals and groups: | |
|     o Relationship between/definitions of social classes or castes | |
|     o Changing definition of race/ethnicity | |
|     o Systems of slavery or similar exploitation for economic gain | |

| Stimulus Materials | |
|---|---|
| Primary sources, secondary sources, charts, graphs, maps | |

# Grades 9-12 World History

| World History | 9-12.WH.5.PC.A |
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|---|---|
| **Theme** | **Modern Era**<br>**The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War.  Economic collapse of the 1930s enabled the rise of totalitarianism which sparked World War II.  The polarization which followed the world wars resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world.  These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.** |
| **Strand** | **People, Groups, and Cultures**<br>**(World History post c. 1450)** |
| **MLS** | Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts. |

| **Expectation Unwrapped** | **DOK Ceiling** |
|---|---|
| | 3 |
| The student will identify various instances of human rights violations and genocide throughout the world. The student will analyze long term and immediate causes of these atrocities. The student will use understanding of the progression of atrocities to propose solutions for current and future conflicts. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |
| **Content Limits/Assessment Boundaries**<br><br>Content may include, but is not limited to, the following:<br>• Describe the course of various human rights violations (such as Apartheid, human trafficking) and genocides (such as the Holocaust, Cambodia, Rwanda, Srebrenica) throughout history<br>• Summarize patterns/similarities between various human rights abuses<br>• Use stimuli to propose solutions for current and future conflicts | **Sample Stems** |
| **Stimulus Materials**<br><br>Primary sources (such as diary excerpts, first-hand accounts, news reports, print articles), secondary sources, charts, maps, graphs | |

# Grades 9-12 World History

| World History | 9-12.WH.5.PC.B |
|---|---|

| Theme | Modern Era<br>**The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War.  Economic collapse of the 1930s enabled the rise of totalitarianism which sparked World War II.  The polarization which followed the world wars resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world.  These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.** |
|---|---|
| **Strand** | **People, Groups, and Cultures**<br>**(World History post c. 1450)** |
| **MLS** | Analyze the process of globalization to determine its effects on global conflict and cooperation. |

| **Expectation Unwrapped** | **DOK Ceiling**<br>3 |
|---|---|
| The student will explain the trend toward global interdependence over time, noting events and advancements that led to global interaction. The student will make connections between this trend and international conflicts and cooperation between nations. The student will identify examples of how globalization affects his or her life and society. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |
| **Content Limits/Assessment Boundaries**<br><br>Content may include, but is not limited to, the following:<br>• Identify specific examples of globalization within their own lives (cultural exchange, technology, goods from other nations, ease of travel, employment trends)<br>• Use stimuli such as maps, graphs, and charts, to trace the changing distribution of goods and resources  and summarize the global connections that have resulted<br>• Use stimuli to explain the relationship between global interaction and conflicts (within and between nations) that result from global interactions | **Sample Stems** |
| **Stimulus Materials**<br><br>Primary sources, secondary sources, maps, charts, graphs, timelines | |

# Grades 9-12 World History

| World History | 9-12.WH.5.PC.C |
|---|---|

| Theme | Modern Era<br>**The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War.  Economic collapse of the 1930s enabled the rise of totalitarianism which sparked World War II.  The polarization which followed the world wars resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world.  These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.** |
|---|---|
| Strand | **People, Groups, and Cultures**<br>**(World History post c. 1450)** |
| MLS | Analyze the technological, intellectual, artistic, and literary achievements of the modern era to determine how society reflects and challenges the status quo. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 3 |
| The student will look at examples of technology and art (such as sculpture, architecture, music, paintings, literature) and identify the characteristics of what they represent. The students will make connections between the products and the context of the time period from which they were developed. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |

| Content Limits/Assessment Boundaries | Sample Stems |
|---|---|
| Content may include, but not limited to, the following:<br>• Use stimuli (such as photographs, artwork, primary source excerpts, music, literature) to identify the characteristics of the thoughts/products which reflected the realities and trends of the time and/or challenged the status quo | |

| Stimulus Materials |
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| Primary sources (such as propaganda, political cartoons, philosophical literature, artwork, music, literature), secondary sources |

# Grades 9-12 World History

| World History | 9-12.WH.5.PC.D |
|---|---|

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|---|---|
| **Theme** | **Modern Era**<br>**The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War.  Economic collapse of the 1930s enabled the rise of totalitarianism which sparked World War II.  The polarization which followed the world wars resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world.  These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.** |
| **Strand** | **People, Groups, and Cultures**<br>**(World History post c. 1450)** |
| **MLS** | Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450. |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 3 |
| The student will identify the roles of class, ethnicity, race, gender, and age throughout the modern era. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |
| **Content Limits/Assessment Boundaries**<br><br>Content may include, but is not limited to, the following:<br>• Use stimuli to identify the continuity and change of one of the above roles throughout and across time periods<br>• Use stimuli to analyze the causes of continuity and change of one of the above roles throughout and across time periods | **Sample Stems** |
| **Stimulus Materials**<br><br>Primary sources (such as diary excerpts, photographs), charts, maps, graphs, data | |

# Grades 9-12 World History

| World History | 9-12.WH.5.PC.E |
|---|---|

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|---|---|
| **Theme** | **Modern Era**<br>**The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War.  Economic collapse of the 1930s enabled the rise of totalitarianism which sparked World War II.  The polarization which followed the world wars resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world.  These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.** |
| **Strand** | **People, Groups, and Cultures**<br>**(World History post c. 1450)** |
| **MLS** | Distinguish the powers and responsibilities of citizens and institutions to address and solve world problems post c. 1450 |

| Expectation Unwrapped | DOK Ceiling |
|---|---|
| | 3 |
| The student will identify some of the responsibilities of a citizen, such as participation in governmental processes, responsible use of resources, and support of causes and movements. The student will identify institutions that have the purpose and function of addressing world problems. The student will determine opportunities to exact global-level change. | **Item Format**<br>Selected Response<br>Constructed Response<br>Technology Enhanced |
| **Content Limits/Assessment Boundaries**<br><br>Content may include, but is not limited to, the following:<br>• Use stimuli to determine the extent to which individuals and institutions have influenced world change | **Sample Stems** |
| **Stimulus Materials**<br><br>Primary sources, secondary sources, maps, charts, graphs | |