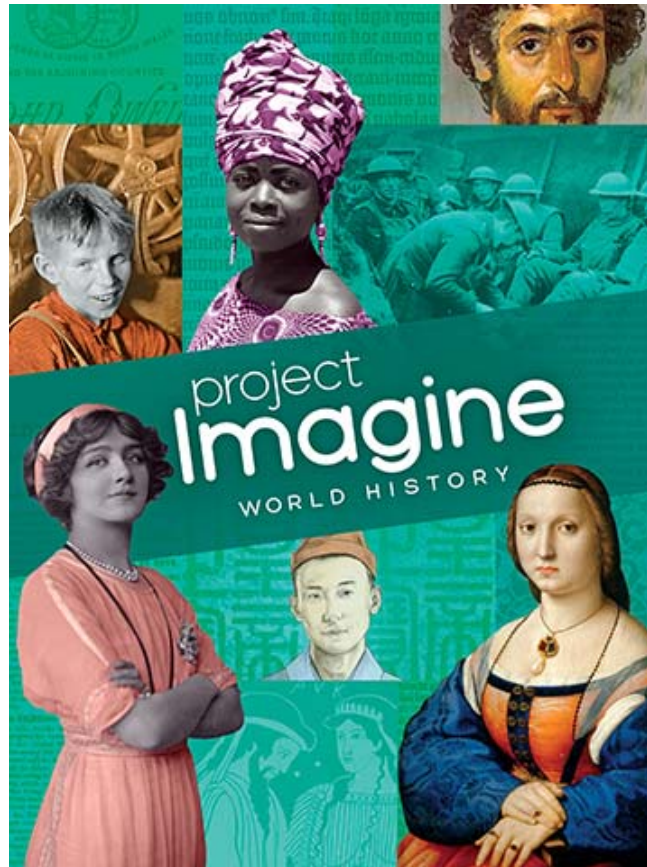


A Correlation of
Project Imagine
World History



To the
Florida Social Studies Standards
World History, High School

A Correlation of Project Imagine World History to the Florida Social Studies Standards, World History, High School

Introduction

This document demonstrates how *Project Imagine World History* supports the Florida Social Studies Standards for World History, Grades 9-12.

Project Imagine World History immerses students in world history and culture, in everyday life, in decision making, and role plays. *Project Imagine* is a modular, immersive learning program that's easy to add to your United States history curriculum. The program includes six flexible modules that let students experience United States history in ways never before possible. Explore 360° objects, visit historic sites, and step into a role to see history from a new perspective. *Project Imagine* creates an immersive learning environment where students think, feel, and choose.

- **Primary Sources in Immersive Contexts**
Read newspapers, documents, letters, and diaries in the context of the times. Gain a perspective on culture and everyday life through archival videos, music, photographs, and virtual reality simulations. Online activities and printable worksheets augment learning.
- **Flexible, Easy-to-Manage Digital Modules**
All six learning modules are on PersonRealize.com, our premium digital platform. *Realize* makes the module easy to access and assign. Use for whole-class learning, homework, unit inquiry, or add to your primary source library. The modules support any World History curriculum.
- **Interactive Learning and 360° Virtual Reality**
Experience 360° virtual reality environments. Students interact with 3-D objects, role play, and explore historic setting and interactive maps. Opinion polls and decision trees invite students to think critically, use evidence, and make choices about outcomes and events.

3-Step Inquiry Instructional Model

Create a culture of inquiry in your United States history classroom. *Project Imagine* modules provoke questions and explorations. Rich primary sources and virtual simulations allow students to build experiential knowledge, understanding, and perspective

- **Launch It!**
Compelling video invites students into the learning experience. Every module structures the inquiry with provocative questions.
- **Explore It!**
Students investigate critical primary sources, role play, and use decision trees in immersive virtual learning environments
- **Apply It!**
Students use evidence and newly acquired understandings to defend their ideas in a document based writing task or civic discussion.

The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of Project Imagine World History
to the Florida Social Studies Standards, World History, High School**

Project Imagine World History is designed as a supplementary program to be used in conjunction with the more traditional classroom curriculum. It consists of six in-depth modules:

- Ancient Greece
- Tang and Song China
- The Renaissance
- The Early Industrial Revolution
- World War I
- Africa, 1945-1985

Each module presents the background and documents relating to a specific historical period that introduce the students to historical inquiry skills. As such not all standards are met by this program. Only the standards that are met are included in this correlation.

Table of Contents

SS.912.W.1: Utilize historical inquiry skills and analytical processes.	4
SS.912.W.2: Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).....	6
SS.912.W.4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.	6
SS.912.W.6: Understand the development of Western and non-Western nationalism, industrialization and imperialism, and the significant processes and consequences of each.	8
SS.912.W.7: Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.	9
SS.912.W.8: Recognize significant events and people from the post World War II and Cold War eras.	10

The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of Project Imagine World History
to the Florida Social Studies Standards, World History, High School**

Florida Social Studies Standards World History, High School	Project Imagine World History
SS.912.W.1: Utilize historical inquiry skills and analytical processes.	
SS.912.W.1.1 Use timelines to establish cause and effect relationships of historical events.	<p>The Renaissance>Launch It! Set the Scene</p> <p>The Renaissance>Explore It! Trace the Birth and Development of the Renaissance> Constantinople Diary</p> <p>The Early Industrial Revolution>Launch It! Set the Scene</p> <p>World War I>Launch It! Set the Scene</p> <p>Africa, 1945-1985>Project: Student Project Instructions</p>
SS.912.W.1.3 Interpret and evaluate primary and secondary sources. Examples are artifacts, images, auditory and written sources	<p>This standard is met throughout the program. For representative references, please see:</p> <p>The Renaissance>Project: Student Project Instructions</p> <p>The Renaissance>Explore It! - Step Into Life in Renaissance Florence</p> <p>The Renaissance>Explore It! - Step Into Life in Renaissance Florence Reflection</p> <p>The Renaissance>Apply It! Document-Based Writing Activity>Teacher Resources> Instructions and Rubric for a Document-Based Writing Activity; Student Handout: Preparing for a Document-Based Writing Activity</p> <p>The Renaissance>Apply It! Civic Discussion>Teacher Resources> Student Handout: Preparing: Preparing for a Civic Discussion</p> <p>The Early Industrial Revolution>Project: Student Project Instructions</p> <p>The Early Industrial Revolution>Explore It! Trace the Growth of Early Industry</p> <p>The Early Industrial Revolution>Explore It! Trace the Growth of Early Industry Reflection</p> <p>The Early Industrial Revolution>Apply It! Document-Based Writing Activity>Teacher Resources> Instructions and Rubric for a Document-Based Writing Activity; Student Handout: Preparing for a Document-Based Writing Activity</p> <p>The Early Industrial Revolution>Apply It! Civic Discussion>Teacher Resources> Student Handout: Preparing: Preparing for a Civic Discussion</p> <p>Continued:</p>

The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of Project Imagine World History
to the Florida Social Studies Standards, World History, High School**

<p style="text-align: center;">Florida Social Studies Standards World History, High School</p>	<p style="text-align: center;">Project Imagine World History</p>
<p>Continued: SS.912.W.1.3 Interpret and evaluate primary and secondary sources.</p>	<p>World War I>Project: Student Project Instructions World War I>Explore It! Follow the Paths to War World War I>Explore It! Follow the Paths to War Reflection World War I>Apply It! Document-Based Writing Activity>Teacher Resources> Instructions and Rubric for a Document-Based Writing Activity; Student Handout: Preparing for a Document-Based Writing Activity World War I>Apply It! Civic Discussion>Teacher Resources> Student Handout: Preparing: Preparing for a Civic Discussion Africa, 1945-1985>Project: Student Project Instructions Africa, 1945-1985>Explore It! Visit French and British Colonies in Africa Africa, 1945-1985>Explore It! Visit French and British Colonies in Africa Reflection Africa, 1945-1985>Apply It! Document-Based Writing Activity>Teacher Resources> Instructions and Rubric for a Document-Based Writing Activity; Student Handout: Preparing for a Document-Based Writing Activity Africa, 1945-1985>Apply It! Civic Discussion>Teacher Resources> Student Handout: Preparing: Preparing for a Civic Discussion Primary Source Library> Primary Source Analysis Worksheets Primary Source Library>Each of the topic modules section of the Primary Source Library offers opportunities utilize a variety of primary to understand a historical period.</p>
<p>SS.912.W.1.4 Explain how historians use historical inquiry and other sciences to understand the past. Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</p>	<p>For opportunities to address this standard, see: Primary Source Library> Primary Source Analysis Worksheets</p>
<p>SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</p>	<p>For opportunities to address this standard, see Primary Source Library> Primary Source Analysis Worksheets</p>

The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of Project Imagine World History
to the Florida Social Studies Standards, World History, High School**

Florida Social Studies Standards World History, High School	Project Imagine World History
SS.912.W.1.6 Evaluate the role of history in shaping identity and character Examples are ethnic, cultural, personal, national, religious.	For opportunities to address this standard, see Primary Source Library> Primary Source Analysis Worksheets
SS.912.W.2: Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).	
SS.912.W.2.8 Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.	For opportunities to address this standard, see The Renaissance>Explore It! Trace the Birth and Development of the Renaissance>Foundations>The Fall of Constantinople
SS.912.W.2.13 Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.	The Renaissance>Launch It! Set the Scene: The Renaissance>Launch It! Background Reading: The Renaissance The Renaissance>Explore It! Trace the Birth and Development of the Renaissance>Foundations; Birth The Renaissance>Teacher Resources>Student Handouts, Unpacking the Guiding Questions, pp. 200-201
SS.912.W.2.14 Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.	The Renaissance>Explore It! Trace the Birth and Development of the Renaissance>Foundations>The Black Death
SS.912.W.4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.	
SS.912.W.4.1 Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).	The Renaissance>Explore It! Step Into Life in Renaissance Florence> Alessio The Renaissance>Explore It! Step Into Life in Renaissance Florence Reflection The Renaissance>Explore It! Visit Renaissance Sites in London and Venice> Piazza San Marco

The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of Project Imagine World History
to the Florida Social Studies Standards, World History, High School**

<p align="center">Florida Social Studies Standards World History, High School</p>	<p align="center">Project Imagine World History</p>
<p>SS.912.W.4.2 Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).</p>	<p>The Renaissance>Project: Student Project Instructions</p> <p>The Renaissance>Launch It! Background Reading: The Renaissance</p> <p>The Renaissance>Launch It! Set the Scene</p> <p>The Renaissance>Explore It! Trace the Birth and Development of the Renaissance>Birth</p> <p>The Renaissance>Explore It! See Life Through an Artist's Eyes</p> <p>The Renaissance>Apply It! Document-Based Writing Activity: The Renaissance</p> <p>The Renaissance>Teacher Resources>Student Handouts, Unpacking the Guiding Questions, pp. 200-201</p> <p>The Renaissance>Teacher Resources>Student Handouts, Focus on Perspectives, pp. 202-203</p>
<p>SS.912.W.4.3 Identify the major artistic, literary, and technological contributions of individuals during the Renaissance. Examples are Petrarch, Brunelleschi, Giotto, the Medici Family, Michelangelo, Leonardo da Vinci, Erasmus, Thomas More, Machiavelli, Shakespeare, Gutenberg, El Greco, Artemisia Gentileschi, Van Eyck.</p>	<p>The Renaissance>Project: Student Project Instructions</p> <p>The Renaissance>Explore It! Step Into Life in Renaissance Florence>Marco</p> <p>The Renaissance>Explore It! Trace the Birth and Development of the Renaissance</p> <p>The Renaissance>Explore It! Should You Exile the Medici Family from Florence?</p> <p>The Renaissance>Explore It! See Life Through an Artist's Eyes</p> <p>The Renaissance>Teacher Resources>Student Handouts, Focus on Perspectives, pp. 202-203</p>
<p>SS.912.W.4.4 Identify characteristics of Renaissance humanism in works of art. Examples are influence of classics, School of Athens.</p>	<p>The Renaissance>Launch It! Set the Scene: The Renaissance>Launch It! Background Reading: The Renaissance</p> <p>The Renaissance>Explore It! Step Into Life in Renaissance Florence>Marco</p> <p>The Renaissance>Explore It! Trace the Birth and Development of the Renaissance</p> <p>The Renaissance>Explore It! See Life Through an Artist's Eyes</p> <p>The Renaissance>Apply It! Document-Based Writing Activity: The Renaissance</p> <p>The Renaissance>Teacher Resources>Student Handouts, Focus on Perspectives, pp. 202-203</p>

The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of Project Imagine World History
to the Florida Social Studies Standards, World History, High School**

Florida Social Studies Standards World History, High School	Project Imagine World History
SS.912.W.4.5 Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.	The Renaissance>Explore It! Trace the Birth and Development of the Renaissance>Foundations
SS.912.W.4.15 Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.	For opportunities to address this standard, see Africa, 1945-1985>Launch It! Background Reading: Africa, 1945-1985
SS.912.W.6: Understand the development of Western and non-Western nationalism, industrialization and imperialism, and the significant processes and consequences of each.	
SS.912.W.6.1 Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.	The Early Industrial Revolution>Launch It! Background Reading The Early Industrial Revolution>Launch It! Set the Scene The Early Industrial Revolution>Explore It! Trace the Growth of Early Industry
SS.912.W.6.2 Summarize the social and economic effects of the Industrial Revolution. Examples are urbanization, increased productivity and wealth, rise of the middle class, conditions faced by workers, rise of labor unions, expansion of colonialism.	The Early Industrial Revolution>Project: Student Project Instructions The Early Industrial Revolution>Launch It! Background Reading: The Early Industrial Revolution The Early Industrial Revolution>Launch It! Set the Scene: The Early Industrial Revolution>Explore It! Experience Life in Industrial Britain The Early Industrial Revolution>Explore It! Experience Life in Industrial Britain Reflection The Early Industrial Revolution>Explore It! Should Child Labor Be Regulated? The Early Industrial Revolution>Explore It! Should Child Labor Be Regulated? Reflection The Early Industrial Revolution>Explore It! Trace the Growth of Early Industry The Early Industrial Revolution>Explore It! Trace the Growth of Early Industry Reflection The Early Industrial Revolution>Apply It! Civic Discussion: The Early Industrial Revolution The Early Industrial Revolution>Apply It! Document-Based Writing Activity: The Early Industrial Revolution The Early Industrial Revolution>Teacher Resources>Student Handouts, Unpacking the Guiding Questions, pp. 275-276

The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of Project Imagine World History
to the Florida Social Studies Standards, World History, High School**

Florida Social Studies Standards World History, High School	Project Imagine World History
SS.912.W.6.3 Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.	For opportunities to address this standard, see: Primary Source Library> The Early Industrial Revolution>Books About Economics; Entrepreneur Autobiography
SS.912.W.6.6 Analyze the causes and effects of imperialism. Examples are social impact on indigenous peoples, the Crimean War, development of the Suez Canal, Spheres of Influence)	World War I>Launch It! Background Reading: World War I Africa, 1945-1985>Launch It! Background Reading: Africa, 1945-1985 Africa, 1945-1985>Explore It! Visit French and British Colonies in Africa Reflection
SS.912.W.7: Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.	
SS.912.W.7.1 Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.	World War I>Launch It! Background Reading
SS.912.W.7.2 Describe the changing nature of warfare during World War I. Examples are the impact of industrialization, use of total war, trench warfare, destruction of the physical landscape and human life.	World War I>Launch It! Set the Scene World War I>Launch It! Background Reading World War I>Explore It! Follow the Paths to War World War I>Explore It! Follow the Paths to War Reflections World War I>Teacher Resources>Student Handouts, Unpacking the Guiding Questions, pp. 349-350
SS.912.W.7.3 Summarize significant effects of World War I. Examples are collapse of the Romanov dynasty, creation of the Weimar Republic, dissolution of the German, Russian, Austro-Hungarian and Ottoman empires, Armenian Genocide, Balfour Declaration, Treaty of Versailles.	World War I>Explore It! Experience Total War>Experience Total War World War I>Explore It! How Should Germany Be Treated After the War?
SS.912.W.7.4 Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.	For opportunities to address this standard, see World War I>Explore It! How Should Germany Be Treated After the War>Official German Response

The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of Project Imagine World History
to the Florida Social Studies Standards, World History, High School**

Florida Social Studies Standards World History, High School	Project Imagine World History
SS.912.W.8: Recognize significant events and people from the post World War II and Cold War eras.	
SS.912.W.8.7 Compare post-war independence movements in African, Asian, and Caribbean countries.	For opportunities to address this standard, see: Africa, 1945-1985>Launch It! Set the Scene: Africa, 1945-1985>Explore It! Help Build an Independent Senegal Africa, 1945-1985>Explore It! Experience African Independence Movements Africa, 1945-1985>Explore It! Experience African Independence Movements Reflection Africa, 1945-1985>Apply It! Document-Based Writing Activity: Africa, 1945-1985 Africa, 1945-1985>Teacher Resources>Student Handouts, Unpacking the Guiding Questions, pp. 422-424

Copyright ©2020 Savvas Learning Company, LLC.

The symbol >indicates a click to reach each digital asset on the Realize platform.