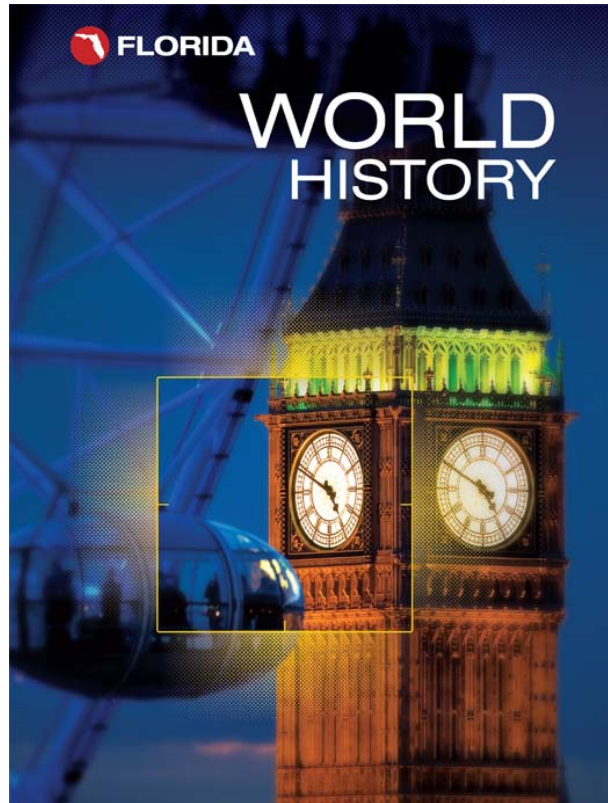


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To the

**Florida Access Points
World History
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ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.	
ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.	
HE.912.C.2.4: Evaluate how public health policies and government regulations can influence health promotion and disease prevention.	
HE.912.C.2.In.d: Describe how public-health policies and government regulations can influence health promotion and disease prevention, such as enforcing seat-belt laws, preventing underage alcohol sales, and reporting communicable diseases.	<p>SE/TE: Global Challenges, 856-859; Human Rights, 859-861</p> <p>TE Only: Differentiate (On-Level), 861</p>
HE.912.C.2.Su.d: Identify ways school and public-health policies can influence health promotion and disease prevention, such as enforcing seat-belt laws, preventing underage alcohol sales, and reporting communicable diseases.	<p>SE/TE: Global Challenges, 856-859; Human Rights, 859-861</p> <p>TE Only: Differentiate (Extra Support), 859</p>
HE.912.C.2.Pa.d: Recognize ways selected school and public-health policies can influence health promotion and disease prevention, such as enforcing seat-belt laws, preventing underage alcohol sales, and assessing health status.	<p>SE/TE: Global Challenges, 856-859; Human Rights, 859-861</p> <p>TE Only: Differentiate (Special Needs), 859</p>
LAFS.910.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	
LAFS.910.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	
LAFS.910.RH.1.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	
LAFS.910.RH.2.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	

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<p>LAFS.910.RH.2.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>	
<p>LAFS.910.RH.2.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>	
<p>LAFS.910.RH.3.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	
<p>LAFS.910.RH.3.8: Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p>	
<p>LAFS.910.RH.3.9: Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	
<p>LAFS.910.RH.4.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>	
<p>LAFS.910.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	
<p>a. to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	
<p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	
<p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	
<p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	
<p>LAFS.910.SL.1.AP.1a: Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.</p>	<p>SE/TE: Compare Viewpoints, 929-930, Consider and Counter Opposing Arguments, 932; Participate in a Discussion or Debate, 933</p> <p>TE Only: Quest!, Participating in a Civics Discussion; 118c-118d; Quest!, The Historian’s Round Table, 180c-180d; Quest!, Preparing for a Debate, 448c-448d; Quest!, Lenin and Stalin, 610c-610d</p>

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<p>LAFS.910.SL.1.AP.1b: Summarize points of agreement and disagreement within a discussion on a given topic or text.</p>	<p>SE/TE: Compare Viewpoints, 929-930; Participate in a Discussion or Debate, 933</p> <p>TE Only: Quest!, Participating in a Civic Discussion, 118c-118d; Quest!, The Historian’s Round Table, 180c-180d</p>
<p>LAFS.910.SL.1.AP.1c: Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.</p>	<p>SE/TE: Participate in a Discussion or Debate, 933</p> <p>TE Only: Active Classroom: Word Wall, Circle Write, III; Celebrate Florida Assessment: Writing, Ixv; Quest!, Participating in a Civic Discussion, 118c-118d</p>
<p>LAFS.910.SL.1.AP.1d: Work with peers to set rules for collegial discussions and decision making.</p>	<p>SE/TE: Participate in a Discussion or Debate, 933; also see: Quest! Preparing for a debate, 451</p> <p>TE Only: Quest!, Participating in a Civic Discussion, 118c-118d; Quest!, Preparing for a Debate, 448c-448d</p>
<p>LAFS.910.SL.1.AP.1e: Actively seek the ideas or opinions of others in a discussion on a given topic or text.</p>	<p>SE/TE: Active Classroom: Circle Write III, Take A Stand, Iv ; Compare Viewpoints, 929-930; Participate in a Discussion or Debate, 933</p> <p>TE Only: Quest!, Participating in a Civic Discussion, 118c-118d</p>
<p>LAFS.910.SL.1.AP.1f: Engage appropriately in discussion with others who have a diverse or divergent perspective.</p>	<p>SE/TE: Participate in a Discussion or Debate, 933</p> <p>TE Only: Quest!, Participating in a Civic Discussion, 118c-118d</p>
<p>LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	

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<p>LAFS.910.SL.1.AP.2a: Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.</p>	<p>SE/TE: Celebrate Florida’s Place in the World, Assessment, (3. Analyze Information), lxxv; Document-Based Questions, 265; Document-Based Questions, 445; Document-Based Questions, 509; Document-Based Questions, 607; Document-Based Questions, 719; Document-Based Questions, 765; Document-Based Questions, 811; Document-Based Questions, 881; Analyze Data and Models, 919</p> <p>TE Only: Quest!, Making Policy Decisions, 402c-402d; Quest!, How Do Developed and Developing Countries Differ, 814c-814d</p>
<p>LAFS.910.SL.1.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	
<p>LAFS.910.SL.1.AP.3a: Determine the speaker’s point of view or purpose in a text.</p>	<p>SE/TE: Primary Sources: <i>The Destruction of the Indies</i>: Bartolomé de Las Casas, 294-295; Assessment, (2. Determine Author’s Purpose, 295; <i>The Interesting Narrative of the Life of Olaudah Equiano</i>: Olaudah Equiano, 307-308; Assessment, (3. Determine Author’s Purpose), 308; <i>Two Treatises of Government</i>: John Locke, 360-361; Determine Author’s Point of View, 360; <i>Democracy in America</i>: Alexis de Tocqueville, 495-496; Determine Central Ideas, 495; Document-Based Questions, 881; Evaluate Existing Arguments, 930-931; Consider & Counter Opposing Arguments, 931-932</p>
<p>LAFS.910.SL.1.AP.3b: Determine what arguments the speaker makes.</p>	<p>SE/TE: <i>The Destruction of the Indies</i>: Bartolomé de Las Casas, 294-295; Assessment, (2. Determine Author’s Purpose, 295; <i>The Interesting Narrative of the Life of Olaudah Equiano</i>: Olaudah Equiano, 307-308; Assessment, (3. Determine Author’s Purpose), 308; <i>Two Treatises of Government</i>: John Locke, 360-361; Determine Author’s Point of View, 360</p>

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<p>LAFS.910.SL.1.AP.3c: Evaluate the evidence used to make the argument.</p>	<p>SE/TE: Evaluate Existing Arguments, 930-931; Identify Bias, 930; Evaluate Existing Arguments, 930-931; Consider & Counter Opposing Arguments, 931-932</p>
<p>LAFS.910.SL.1.AP.3d: Evaluate a speaker’s point of view, reasoning and use of evidence for false statements, faulty reasoning or exaggeration.</p>	<p>SE/TE: <i>Two Treatises of Government:</i> John Locke, 360-361; Determine Author’s Point of View, 360; Identify Bias, 930; Evaluate Existing Arguments, 930-931; Consider & Counter Opposing Arguments, 931-932</p>
<p>LAFS.910.SL.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	
<p>LAFS.910.SL.2.AP.4a: Orally report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.</p>	<p>SE/TE: Celebrate Florida’s Place in the World, Assessment, (3. Analyze Information), lxx</p> <p>TE Only: Quest!, Participating in a Civic Discussion, 118c-118d; Quest!, The Historian’s Round Table, 180c-180d; Quest!, Preparing for a Debate, 448c-448d; Quest!, Lenin and Stalin, 610c-610d, Summarize, 914; Compare Viewpoints, 929-930; Participate in a Discussion or Debate, 933</p>
<p>LAFS.910.WHST.1.1: <i>Write arguments focused on discipline-specific content.</i></p>	
<p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p>	
<p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p>	
<p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	
<p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	
<p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	

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LAFS.910.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	
a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	
c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	
LAFS.910.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
LAFS.910.WHST.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
LAFS.910.WHST.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	
LAFS.910.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
LAFS.910.WHST.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
LAFS.910.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.	
LAFS.910.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

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<p>MAFS.K12.MP.1.1: Make sense of problems and persevere in solving them.</p>	<p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<p>MAFS.K12.MP.3.1: Construct viable arguments and critique the reasoning of others.</p>	<p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>

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<p>MAFS.K12.MP.5.1: Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>	
<p>MAFS.K12.MP.6.1: Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>	
<p>SS.912.G.1.1: Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</p>	
<p>SS.912.G.1.In.a: Create maps using technology to show physical and cultural attributes of a major world region.</p>	<p>SE/TE: Create Charts and Maps, 921-922 TE Only: Differentiate (On-Level), 151; Differentiate (On-Level), 827</p>
<p>SS.912.G.1.Su.a: Create maps using technology to show physical or cultural attributes of a region.</p>	<p>SE/TE: Create Charts and Maps, 921-922 TE Only: Differentiate (On-Level), 151; Differentiate (On-Level), 827</p>
<p>SS.912.G.1.Pa.a: Use technology to complete a map to show a physical or cultural attribute of a location.</p>	<p>SE/TE: Create Charts and Maps, 921-922</p>

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<p>SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</p>	
<p>SS.912.G.1.In.b: Use spatial perspective and appropriate geographic terms and tools to organize and identify information about a location.</p>	<p>SE/TE: Empires of Mesopotamia, Analyze Maps, 9; Analyze Maps, 10; Powerful Empires Emerge in India, Analyze Maps, 18; Ancient Civilizations in China, Analyze Maps, 20; Civilizations in Middle America, Analyze Maps, 23; Mongols Build an Empire, Analyze Maps, 198; The Geography of Korea, 205; Kingdoms and Empires, Analyze Maps, 219; Cortés Conquers the Aztecs, Analyze Maps, 287; Governing the Spanish Empire, 289; Nationalists and Communists, Analyze Maps, 635; The Ultrationalist Reaction, Analyze Maps, 638; Read Physical Maps, 923-924; Read Political Maps, 924-925; Read Special Purpose Maps, 925-926; Use Parts of a Map, 927-928</p> <p>TE Only: Differentiate (On-Level), 8</p>
<p>SS.912.G.1.Su.b: Use spatial perspective and appropriate geographic terms and tools to identify information about a location.</p>	<p>SE/TE: Powerful Empires Emerge in India, Analyze Maps, 18; Ancient Civilizations in China, Analyze Maps, 20; Read Physical Maps, 923-924; Read Political Maps, 924-925; Read Special Purpose Maps, 925-926; Use Parts of a Map, 927-928</p> <p>TE Only: Differentiate (Extra Support), 14; Differentiate (Extra Support), 205; Differentiate (Extra Support), 219</p>
<p>SS.912.G.1.Pa.b: Associate terms used by geographers with places, people, or the environment.</p>	<p>SE/TE: Read Physical Maps, 923-924; Read Political Maps, 924-925; Read Special Purpose Maps, 925-926; Use Parts of a Map, 927-928</p> <p>TE Only: Differentiate (Special Needs), 106; Differentiate (Special Needs), 152; Differentiate (Special Needs), 198</p>
<p>SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</p>	

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SS.912.G.1.In.c: Use applicable units of measurement and scale to determine the distance between two places on a map or globe to solve simple problems.	SE/TE: Use Parts of a Map, 927-928
SS.912.G.1.Su.c: Use applicable units of measurement to identify the distance between two places on a map to solve simple problems.	SE/TE: Use Parts of a Map, 927-928
SS.912.G.1.Pa.c: Use positional words to identify a relative location on a map.	SE/TE: Use Parts of a Map, 927-928
SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.	
SS.912.G.2.In.a: Identify physical characteristics such as climate and terrain, and human elements such as religion and economy, that explain settlement patterns in the United States regions over time.	SE/TE: Celebrate Florida, Geography, xxxviii-xxxix; Florida’s Climate, xl-xli; Geography Shapes History, xlii-xliii; People, xlv-xlvii; The Peoples of North America, 24-25; Assessment (4. Draw Conclusions), 25; A Power Struggle Begins, 299-300; Assessment (1. Generate Explanations), (4. Identify Patterns), 300; Industrialization Spreads, 412-413; Assessment (1. Identify Patterns), (2. Identify Cause and Effect), 413
SS.912.G.2.Su.a: Recognize physical characteristics “such as climate and terrain, and human elements “such as religion and economy, that affected where people settled in the United States.	SE/TE: Celebrate Florida, Geography, xxxviii-xxxix; Florida’s Climate, xl-xli; Geography Shapes History, xlii-xliii; People, xlv-xlvii; The Peoples of North America, 24-25; Assessment (4. Draw Conclusions), 25
SS.912.G.2.Pa.a: Recognize the effect of a physical characteristic of a place on people.	SE/TE: Celebrate Florida, Geography, xxxviii-xxxix; Florida’s Climate, xl-xli; Geography Shapes History, xlii-xliii; People, xlv-xlvii
SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.	

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<p>SS.912.G.2.In.b: Recognize factors and processes that contribute to differences between developing and developed regions of the world.</p>	<p>SE/TE: Development Brings Social Change, 821-822; Assessment (1. Express ideas Clearly), (2. Summarize), (3. Recall), 822; Continuing Challenges to Development, 826-828; Assessment (2. Describe), (4. Identify Central Issues), 828; Social Reform in India, 834-835; Assessment (3. Generate Explanations), (5. Identify Cause and Effect), 835; The Long Road to Democracy in Argentina, 841-842; Assessment (2. Identify Cause and Effect), 842; A New Role for Asia, 849-850; Assessment (4. Summarize), 850</p>
<p>SS.912.G.2.Su.b: Recognize a factor that contributes to differences between developing and developed regions of the world.</p>	<p>SE/TE: Development Brings Social Change, 821-822; (3. Recall), 822; Continuing Challenges to Development, 826-828; Assessment (2. Describe), 828;</p>
<p>SS.912.G.2.Pa.b: Recognize a characteristic of development.</p>	<p>SE/TE: Development Brings Social Change, 821-822; Assessment (3. Recall), 821</p>
<p>SS.912.G.2.3: Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</p>	
<p>SS.912.G.2.In.c: Use geographic terms and tools to describe areas of the world that have experienced critical economic or physical changes, such as desertification, global warming, or natural disasters.</p>	<p>SE/TE: The Founding of Israel, 794-795; Analyze Maps, 794; The Importance of Oil in the Middle East, 798-799; Analyze Maps, 798; Continuing Challenges to Development, 826-828; Assessment (5. Make Predictions), 828</p> <p>TE Only: Differentiate (On-Level), 827</p>
<p>SS.912.G.2.Su.c: Use geographic tools to identify areas in the world that have experienced a critical economic or physical change, such as desertification, global warming, or natural disasters.</p>	<p>SE/TE: The Founding of Israel, 794-795; Analyze Maps, 794; The Importance of Oil in the Middle East, 798-799; Analyze Maps, 798; Continuing Challenges to Development, 826-828; Assessment (5. Make Predictions), 828</p> <p>TE Only: Differentiate (Special Needs), 827</p>

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<p>SS.912.G.2.Pa.c: Recognize a change in a place due to a natural disaster or other event in the world.</p>	<p>SE/TE: Continuing Challenges to Development, 826-828</p> <p>TE Only: Differentiate (Special Needs), 827</p>
<p>SS.912.G.4.1: Interpret population growth and other demographic data for any given place.</p>	
<p>SS.912.G.4.In.a: Identify changes in population for selected places.</p>	<p>SE/TE: The Age of Justinian, 49-51; Analyze Maps, Infer, 51; The Black Death Spreads Across Europe, 98-99; Check Understanding, 99; Assessment (1. Recognize Cause and Effect), (2. Draw Conclusions), 102; The Rise of the New Social Classes, Analyze Charts, 415; Benefits of the Industrial Revolution, 417-418; Assessment. (3. Cite Evidence), 422</p>
<p>SS.912.G.4.Su.a: Recognize changes in population for selected places.</p>	<p>SE/TE: The Black Death Spreads Across Europe, 98-99; Assessment (1. Recognize Cause and Effect), 102; The Rise of the New Social Classes, 415-416; Analyze Charts, 415</p> <p>TE Only: Differentiate (Extra Support), 100</p>
<p>SS.912.G.4.Pa.a: Recognize that change is a characteristic of population.</p>	<p>SE/TE: The Black Death Spreads Across Europe, 98-99; The Rise of the New Social Classes, 415-416</p> <p>TE Only: Differentiate (Special Needs), 100</p>
<p>SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</p>	
<p>SS.912.G.4.In.b: Use geographic terms and tools to describe the push/pull factors contributing to human migration.</p>	<p>SE/TE: The Geography of Eastern Europe, 107-108; Analyze Maps, 107; Check Understanding, 108; Migration Increases Diversity, 108-109; Analyze Maps, 109; Assessment (1. Cause and Effect), (5. Identify Central Issues), 110; The Geography of Africa, 149-150; Check Understanding, 150; Analyze Information, 151; Assessment (1. Draw Conclusions), (5. Determine Relevance), 153</p>

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<p>SS.912.G.4.Su.b: Use geographic terms and tools to identify the push/pull factors contributing to human migration.</p>	<p>SE/TE: The Geography of Eastern Europe, 107-108; Analyze Maps, 107; Migrations Increase Diversity, 108-109; Analyze Maps, 109; The Geography of Africa, 149-150; Check Understanding, 150; Assessment (1. Draw Conclusions), 153</p> <p>TE Only: Differentiate (Extra Support), 150</p>
<p>SS.912.G.4.Pa.b: Recognize a cause of migration.</p>	<p>SE/TE: Migration Increases Diversity, 108-109</p> <p>TE Only: Differentiate (Special Needs), 106; Differentiate (Special Needs), 152</p>
<p>SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</p>	
<p>SS.912.G.4.In.c: Use geographic terms and tools to examine effects of migration on the place of origin and destination.</p>	<p>SE/TE: The Geography of Eastern Europe, 107-108; Analyze Maps, 107; Analyze Maps, 109; Assessment (1. Cause and Effect), (5. Identify Central Issues), 110; Migration of People and Ideas, 150-151; Analyze Information, 151; Assessment (1. Draw Conclusion), (2. Identify), (5. Determine Relevance) 153</p>
<p>SS.912.G.4.Su.c: Use geographic terms and tools to identify an effect of migration on the place of origin and destination.</p>	<p>SE/TE: The Geography of Eastern Europe, 107-108; Migrations Increase Diversity, 108-109; Analyze Maps, 109; Assessment (2. Identify), 153</p> <p>TE Only: Differentiate (Extra Support), 149</p>
<p>SS.912.G.4.Pa.c: Recognize an effect of migration.</p>	<p>SE/TE: Migrations Increase Diversity, 108-109; Assessment (5. Determine Relevance), 153</p> <p>TE Only: Differentiate (Special Needs), 152</p>
<p>SS.912.G.4.7: Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.</p>	

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<p>SS.912.G.4.In.g: Use geographic terms and tools to identify characteristics of cultural diffusion throughout selected places, regions, and the world.</p>	<p>SE/TE: Charlemagne Builds an Empire, 53-54; Describe, 54; Assessment (5. Explain), 55; Divisions Split Islam, 130-131; Analyze Maps, 131; Decline of the Arab Empire, 135-136; Analyze Maps, 135; The Columbian Exchange, 309-310; Identify Cause and Effect, 310; Assessment (1. Analyze Information), 313</p>
<p>SS.912.G.4.Su.g: Use geographic terms and tools to recognize characteristics of cultural diffusion throughout selected places, regions, and the world.</p>	<p>SE/TE: Charlemagne Builds an Empire, 53-54; Describe, 54; New Invasions Pound Europe, 54-55; Assessment (5. Explain), 55</p>
<p>SS.912.G.4.Pa.g: Use a geographic term, such as movement, to recognize a change in the population of a place.</p>	<p>SE/TE: Check Understanding, 150; Migration of People and Ideas, 150-151</p> <p>TE Only: Migrations of People and Ideas, 150</p>
<p>SS.912.G.4.9: Use political maps to describe the change in boundaries and governments within continents over time.</p>	

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<p>SS.912.G.4.In.i: Use political maps to identify changes in boundaries or governments within a continent.</p>	<p>SE/TE: The Age of Justinian, 49-51; Analyze Maps, 51; Charlemagne Builds an Empire, 53-54; Analyze Maps, 53; The Hundred Years' War, 101-103; Analyze Maps, 101; Axum, 162-163; Analyze Maps, 163; The Delhi Sultanate, 184-185; Analyze Maps, 185; Mongols Build an Empire, 197-198; Analyze Maps, 198; The Geography of Korea, 204-205; Analyze Maps, 205; The Catholic Reformation, 252-254; Analyze Maps, 254; Philip II Becomes an Absolute Monarch, 326-327; Analyze Maps, 327; The Thirty Years' War, 333-335; Analyze Maps, 334; Catherine the Great, 339-341; Analyze Maps, 340; The British Colonies in America, 363-364; Analyze Maps, 363; Radicals Gain Strength, 381-382; Analyze Maps, 382; The Napoleonic Wars, 390-391; Analyze Maps, 390; The Congress of Vienna, 394-395; Analyze Maps, 394; Discontent Sparks Revolts in South America, 464-465; Analyze Maps, 465; Bismarck Becomes the Architect of German Unity, 467-469; Analyze Maps, 467; Expanding Democracy, 491-492; Analyze Maps, 491; European Contact Increases, 524-525; Analyze Maps, 525; The Ottoman Empire Declines, 530-531; Analyze Maps, 530; The Taiping Rebellion and a Weakened China, 540-541; Analyze Maps, 541; The Economics of Latin America's Dependence, 558-560; Analyze Maps, 559; Canada Achieves Self-Rule, 562-563; Analyze Maps, 562; Effects of the Peace Settlements, 593-594; Analyze Maps, 593; The Communist Soviet Union Emerges, 601-602; Analyze Maps, 601; Nationalism and Conflict in the Middle East, 624-626; Analyze Maps, 624; The Ultrnationalist Reaction, 638-639; Analyze Maps, 638; Axis Domination of Europe, 686-689; Analyze Maps, 687; U.S. Involvement in the War, 690-691; Analyze Maps, 690; The Soviet Union Collapses, 754-755; Analyze Maps, 755; Challenges in Modern India, 774-775; Analyze Maps, 775; A Variety of New Governments, 784-785; Analyze Maps, 785; The Challenges of Diversity, 793-794; Analyze Maps, 794</p>

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<p>SS.912.G.4.Su.i: Use political maps to recognize changes in boundaries or governments within a continent.</p>	<p>SE/TE: Mongols Build an Empire, 197-198; Analyze Maps, 198; The Geography of Korea, 204-205; Analyze Maps, 205; Bismarck Becomes the Architect of German Unity, 467-469; Analyze Maps, 467; Expanding Democracy, 491-492; Analyze Maps, 491; Canada Achieves Self-Rule, 562-563; Analyze Maps, 562; A Variety of New Governments, 784-785; Analyze Maps, 785</p> <p>TE Only: Differentiate (Extra Support), 205; Differentiate (Extra Support), 219; Differentiate (Extra Support), 334; Differentiate (Extra Support), 394; Differentiate (Extra Support), 491; Differentiate (Extra Support), 530; Differentiate (Extra Support), 541</p>
<p>SS.912.G.4.Pa.i: Use maps to recognize changes in boundaries.</p>	<p>SE/TE: Mongols Build an Empire, 197-198; Analyze Maps, 198; Bismarck Becomes the Architect of German Unity, 467-469; Analyze Maps, 467; A Variety of New Governments, 784-785; Analyze Maps, 785</p> <p>TE Only: Differentiate Special Needs, 185; Differentiate (Special Needs), 198; Differentiate (Special Needs), 340; Differentiate (Special Needs), 390</p>
<p>SS.912.H.1.3: Relate works in the arts to various cultures.</p>	

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<p>SS.912.H.1.In.c: Identify works in the arts from various cultures, such as African, Asian, European, the Americas, and Middle Eastern.</p>	<p>SE/TE: Early Civilizations in South Asia, 14-15; Assessment (5. Identify Main Ideas), 21; Medieval Literature, 94-95; Architecture and Art, 95-97; The Byzantine Heritage, 97; Assessment (3. Identify Central Issues), 97; Literature, Art, and Architecture, 140-141; Assessment (2. Contrast), (3. Infer), 143; Art Flourishes in the Renaissance, 234-237; Identify, 237; New Books Reflect Renaissance Themes, 237-238; Identify, 238; Assessment (3. Analyze Information), (4. Draw Conclusions), (5. Identify Central Ideas), 238; Artists of the Northern Renaissance, 239-240; Identify 240; Northern Renaissance Humanists and Writers, 240-242; Assessment (2. Draw Conclusions), (3. Compare), 243; The Romantics Turn from Reason, 437-439; Artists Represent Real Life, 439-440; New Directions in the Visual Arts, 440-441; Assessment, (1. Identify Cause and Effect), 441</p>
<p>SS.912.H.1.Su.c: Recognize works in the arts from various cultures, such as African, Asian, the Americas, and Middle Eastern.</p>	<p>SE/TE: Early Civilizations in South Asia, 14-15; Assessment (5. Identify Main Ideas), 21; Medieval Literature, 94-95; Architecture and Art, 95-97; The Byzantine Heritage, 97; Assessment (2. Synthesize Information), (3. Identify Central Issues), 97</p> <p>TE Only: Differentiate (Extra Support), 96</p>
<p>SS.912.H.1.Pa.c: Recognize a characteristic of a work in the arts from a time period.</p>	<p>SE/TE: Early Civilizations in South Asia, 14-15; Assessment (5. Identify Main Ideas), 21; Medieval Literature, 94-95; Architecture and Art, 95-97; The Byzantine Heritage, 97; Assessment (3. Identify Central Issues), 97</p> <p>TE Only: Differentiate (Special Needs), 95; Differentiate (Special Needs), 141; Differentiate (Special Needs), 237; Differentiate (Special Needs), 439</p>
<p>SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</p>	

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<p>SS.912.H.3.In.a: Identify effects of transportation, trade, communication, science, and technology on the preservation of a culture and its diffusion to other locations.</p>	<p>SE/TE: The Origins of Hinduism and Buddhism, 16-17; Powerful Empires Emerge in India, 17-18; Ancient Civilizations in China, 19-20; Strong Rulers Unite China, 20-21, Assessment (5. Identify Main Ideas), 21; Civilizations of Middle America, 22-23; The World of the Inca, 23-24; Analyze Information, 24; Assessment (2. Summarize), (4. Draw Conclusions), 25; Changes in Agriculture Transform Europe Trade Expands and Towns Grow, 69-70; Check Understanding, 70; Trade Expands and Towns Grow, 70-71; Check Understanding, 71; The Effects of the Crusades, 76-77; Summarize, 77; Mongols Rule China, 199-201; Chinese Fleets Explore the Seas, 202-203; Assessment (4. Cause and Effect), (5. Explain), 203; The Print Revolution, 242-243; Assessment (1. Identify Cause and Effect), 243; The Columbian Exchange, 309-310; Identify Cause and Effect, 310; A Commercial Revolution, 310-311; Assessment (1. Analyze Information), (2. Identify Cause and Effect), (3. Make Generalizations), 313; New Ways of Working Change Life, 406-407; Identify Main Idea, 407; A New Agricultural Revolution, 407-408; Coal, Steam, and the Energy Revolution, 408-409; Why Did the Industrial Revolution Start in Britain?, 409-410; Textile Industry Initiates Industrialization, 410-412; Industrialization Spreads, 412-413; Assessment (2, Identify Cause and Effect), (5. Cite Evidence), 413; Benefits and Costs of Globalization, 854-855; Support Ideas With Evidence, 855; Assessment (1. Compare and Contrast, (2. Compare), 855; Space Exploration, 872-873; The Computer Revolution, 874; Summarize, 874; Breakthroughs in Medicine and Biotechnology, 874-876</p>

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<p>SS.912.H.3.Su.a: Recognize an effect of transportation, trade, communication, science, or technology on the diffusion of a culture to another location.</p>	<p>SE/TE: Changes in Agriculture Transform Europe Trade Expands and Towns Grow, 69-70; Check Understanding, 70; Trade Expands and Towns Grow, 70-71; Check Understanding, 71; The Effects of the Crusades, 76-77; Summarize, 77; Coal, Steam, and the Energy Revolution, 408-409; Why Did the Industrial Revolution Start in Britain?, 409-410; Textile Industry Initiates Industrialization, 410-412; Industrialization Spreads, 412-413</p> <p>TE Only: Differentiate (Extra Support), 24; Differentiate (Extra Support), 201; Differentiate (Extra Support), 311; Differentiate (Extra Support), 412; Differentiate (Extra Support), 873</p>
<p>SS.912.H.3.Pa.a: Recognize that communication helps spread ideas to other cultures.</p>	<p>SE/TE: Changes in Agriculture Transform Europe Trade Expands and Towns Grow, 69-70; The Computer Revolution, 874,</p> <p>TE Only: Differentiate (Special Needs), 24; Differentiate (Special Needs), 875</p>
<p>SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.</p>	
<p>SS.912.W.1.In.a: Use a timeline to show the relationship of historical events.</p>	<p>SE/TE: Connecting with Past Learnings (Prehistory-1570), 2; Medieval Christian Europe, 46; Civilizations in Asia, 182; The Renaissance and Reformation, 230; New Global Connections, 270; Absolutism and Revolution, 322; The Industrial Revolution, 404; Nationalism and the Spread of Democracy, 450; The Age of Imperialism, 514; World War I and the Russian Revolution, 572; The World Between the Wars, 612; World War II, 678; The Cold War Era, 724; New Nations Emerge, 770; The World Today, 816</p>

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<p>SS.912.W.1.Su.a: Use a simple timeline to identify the relationship of historical events.</p>	<p>SE/TE: Connecting with Past Learnings (Prehistory-1570), 2; Medieval Christian Europe, 46; Civilizations in Asia, 182; The Renaissance and Reformation, 230; New Global Connections, 270; Absolutism and Revolution, 322; The Industrial Revolution, 404; Nationalism and the Spread of Democracy, 450; The Age of Imperialism, 514; World War I and the Russian Revolution, 572; The World Between the Wars, 612; World War II, 678; The Cold War Era, 724; New Nations Emerge, 770; The World Today, 816</p> <p>TE Only: Topic 1 Overview, Differentiate (Extra Support), 46; Topic 2 Overview, Differentiate (Extra Support), 120; Topic 3 Overview, Differentiate (Extra Support), 182; Topic 4 Overview, Differentiate (Extra Support), 230; Topic 8 Overview, Differentiate (Extra Support), 450; Topic 10 Overview, Differentiate (Extra Support), 572; Topic 11 Overview, Differentiate (Extra Support), 612; Topic 12 Overview, Differentiate (Extra Support), 678; Topic 13 Overview, Differentiate (Extra Support), 724; Topic 15 Overview, Differentiate (Extra Support), 816</p>
<p>SS.912.W.1.Pa.a: Use a simple pictorial timeline to recognize a sequence of events.</p>	<p>SE/TE: Connecting with Past Learnings (Prehistory-1570), 2; Medieval Christian Europe, 46; Civilizations in Asia, 182; The Renaissance and Reformation, 230; New Global Connections, 270; Absolutism and Revolution, 322; The Industrial Revolution, 404; Nationalism and the Spread of Democracy, 450; The Age of Imperialism, 514; World War I and the Russian Revolution, 572; The World Between the Wars, 612; World War II, 678; The Cold War Era, 724; New Nations Emerge, 770; The World Today, 816</p>
<p>SS.912.W.1.2: Compare time measurement systems used by different cultures.</p>	

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<p>SS.912.W.1.In.b: Identify terms of time sequence, such as decade, century, and era.</p>	<p>SE/TE: Muhammad and Early Islam, 122-124; The Song Dynasty, 191-193</p> <p>TE Only: History Background: Life in Monasteries and Convents, 63</p>
<p>SS.912.W.1.Su.b: Recognize terms of time sequence, such as decade and century.</p>	<p>SE/TE: Muhammad and Early Islam, 122-124; The Song Dynasty, 191-193</p> <p>TE Only: History Background: Life in Monasteries and Convents, 63; Differentiate, On-Level, 426</p>
<p>SS.912.W.1.Pa.b: Recognize terms that relate to time, such as day, week, month, and year.</p>	<p>SE/TE: Muhammad and Early Islam, 122-124; The Song Dynasty, 191-193</p> <p>TE Only: History Background: Life in Monasteries and Convents, 63</p>
<p>SS.912.W.1.3: Interpret and evaluate primary and secondary sources.</p>	
<p>SS.912.W.1.In.c: Examine and describe information in primary and secondary sources, such as artifacts, images, and auditory and written sources.</p>	<p>SE/TE: The Magna Carta, 89-90; The Quran, 127-128; Travels: Ibn Battuta, 160-161; The Destruction of the Indies: Bartolomé de Las Casas, 294-295; The Interesting Narrative of the Life of Olaudah Equiano: Olaudah Equiano, 307-308; English Bill of Rights, 350-351; Two Treatises of Government: John Locke, 360-361; Declaration of Independence, 368-369; Declaration of the Rights of Man and the Citizen, 379-380; <i>How the Other Half Lives</i>: Jacob Riis, 430-431; <i>Democracy in America</i>: Alexis de Tocqueville, 495-496; <i>The Fourteen Points</i>: Woodrow Wilson, 595-596; <i>Hind Swaraj</i>: Mohandas Gandhi, 631-632; <i>The Diary of a Young Girl</i>: Anne Frank, 698-699; Charter of the United Nations, 713-714; "Tear Down This Wall": Ronald Reagan, 759-760; "Freedom from Fear": Aung San Suu Kyi, 781-782; <i>Autobiography</i>: Kwame Nkrumah, 791-792; "Glory and Hope": Nelson Mandela, 829-830; Universal Declaration of Human Rights, 864-865; Analyze Primary and Secondary Sources, 928</p>

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<p>SS.912.W.1.Su.c: Identify information in a primary and secondary source, such as artifacts, images, and auditory and written sources.</p>	<p>SE/TE: The Magna Carta, 89-90; The Quran, 127-128; Travels: Ibn Battuta, 160-161; The Destruction of the Indies: Bartolomé de Las Casas, 294-295; The Interesting Narrative of the Life of Olaudah Equiano: Olaudah Equiano, 307-308; English Bill of Rights, 350-351; Two Treatises of Government: John Locke, 360-361; Declaration of Independence, 368-369; Declaration of the Rights of Man and the Citizen, 379-380; <i>How the Other Half Lives</i>: Jacob Riis, 430-431; <i>Democracy in America</i>: Alexis de Tocqueville, 495-496; <i>The Fourteen Points</i>: Woodrow Wilson, 595-596; <i>Hind Swaraj</i>: Mohandas Gandhi, 631-632; <i>The Diary of a Young Girl</i>: Anne Frank, 698-699; Charter of the United Nations, 713-714; “Tear Down This Wall”: Ronald Reagan, 759-760; “Freedom from Fear”: Aung San Suu Kyi, 781-782; <i>Autobiography</i>: Kwame Nkrumah, 791-792; “Glory and Hope”: Nelson Mandela, 829-830; Universal Declaration of Human Rights, 864-865; Analyze Primary and Secondary Sources, 928</p>
<p>SS.912.W.1.Pa.c: Recognize sources of information, such as artifacts, images, and auditory and written sources.</p>	<p>SE/TE: Key Terms, 4; Guided Reading and Discussion, 5; Quest! What is Your Viewpoint?, Investigate, 268C; Analyze Primary and Secondary Sources, 928</p>
<p>SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.</p>	
<p>SS.912.W.1.In.d: Identify basic uses of historical inquiry and the relation to geography, economics, and civics.</p>	<p>SE/TE: Learning About Our Past, 4-5, Document Based Questions, 41</p>
<p>SS.912.W.1.Su.d: Recognize a use of historical inquiry and the relation to geography, economics, and civics.</p>	<p>SE/TE: Learning About Our Past, 4-5; Document Based Questions, 41</p> <p>TE Only: Differentiate (Extra Support), 5</p>
<p>SS.912.W.1.Pa.d: Recognize sources of information, such as artifacts, images, and auditory and written sources.</p>	<p>SE/TE: Learning About Our Past, 4-5; Document Based Questions, 41</p> <p>TE Only: Differentiate (Special Needs), 5</p>

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<p>SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</p>	
<p>SS.912.W.1.In.e: Recognize differences in interpretations of historians about events.</p>	<p>SE/TE: The Historian’s Round Table, 180c-180d; Preparing for a Debate, 448c-448d; Create a Power Point Presentation, 512c-512d; Document-Based Questions, 719; Document-Based Questions, 881; Compare Viewpoints, 929-930; Evaluate Existing Arguments, 931-932</p>
<p>SS.912.W.1.Su.e: Recognize that interpretations of historians may differ.</p>	<p>SE/TE: The Historian’s Round Table, 180c-180d; Preparing for a Debate, 448c-448d; Create a Power Point Presentation, 512c-512d; Document-Based Questions, 719; Document-Based Questions, 881; Compare Viewpoints, 929-930; Evaluate Existing Arguments, 931-932</p>
<p>SS.912.W.1.Pa.e: Recognize sources of information, such as artifacts, images, and auditory and written sources.</p>	<p>SE/TE: The Historian’s Round Table, 180c-180d; Preparing for a Debate, 448c-448d; Compare Viewpoints, 929-930; Evaluate Existing Arguments, 931-932</p>
<p>SS.912.W.1.6: Evaluate the role of history in shaping identity and character.</p>	

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<p>SS.912.W.1.In.f: Identify the role of history in shaping the identity of culture and character.</p>	<p>SE/TE: The Great City of Timbuktu, 158; Chinese Rule Restored by the Ming, 200-202; The Italian Renaissance, 232-233; Describe, 233; Art Flourishes in the Renaissance, 235-237; Martin Luther’s Protests Bring Change, 245-247; Draw Conclusions, 247; Changing View of the Universe, 256-257; Assessment, (1. Recognize Ideologies), (3. Identify Cause and Effect), 260; First Encounters, 285-286; Describe, 286; Society and Culture in Spanish America, 291-292; Draw Conclusions, 292; Assessment, (4. Categorize), 293; The Impact of Spanish Colonization, 292-293; Describe, 293; Hapsburg Austria Expands, 335; Scientific Revolution Leads to the Enlightenment, 352-353; The <i>Philosophes</i>, 354-356; Spread of Enlightenment Ideas, 356-357; Napoleon Reforms France, 389; A New Social Order, 432-433; Identify Main Ideas, 433; The Struggle for Women’s Rights, 433-434; The Rise of Public Education, 434-435; Assessment, 441, (1. Identify Cause and Effect), (2. Draw Conclusions), (4. Identify Supporting Details), 441; Latin America Ripe for Revolution, 461-462; Check Understanding, 462; Assessment, (1. Draw Conclusions), (2. Identify Central Ideas), 465; Moving Toward a Unified Germany, 466-467; The Iron Chancellor, 470-471; Assessment (1. Recall), (2. Describe), 472; First Step to Italian Unity, 473-474; Lenin Leads the Bolsheviks, 598-599; Civil War Erupts in Russia, 600-601; India’s Struggle for Independence Begins, 627-629; Gandhi’s Philosophy of Civil Disobedience, 629; Assessment (2. Draw Conclusions), 630; Nationalists and Communists, 634-636; The Ultrnationalist Reaction, 638-639; The Soviet Union Collapses, 754-755; The Post-Cold War World, 758; The Struggle for Equality in South Africa, 823-824; Assessment (2. Describe), 828</p> <p>TE Only: Ethiopia, 163; Key Terms, People and Ideas, 176; Background, 235</p>

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<p>SS.912.W.1.Su.f: Recognize the role of history in shaping the identity of culture and character.</p>	<p>SE/TE: The Great City of Timbuktu, 158; Chinese Rule Restored by the Ming, 200-202; The Italian Renaissance, 232-233; Describe, 233; Art Flourishes in the Renaissance, 235-237; Martin Luther’s Protests Bring Change, 245-247; Draw Conclusions, 247; Changing View of the Universe, 256-257; Assessment (1. Recognize Ideologies), (3. Identify Cause and Effect), 260; First Encounters, 285-286; Describe, 286; Society and Culture in Spanish America, 291-292; Draw Conclusions, 292; Assessment (4. Categorize), 293; The Impact of Spanish Colonization, 292-293; Describe, 293; Hapsburg Austria Expands, 335; Scientific Revolution Leads to the Enlightenment, 352-353; The <i>Philosophes</i>, 354-356; Spread of Enlightenment Ideas, 356-357; Napoleon Reforms France, 389; A New Social Order, 432-433; Identify Main Ideas, 433; The Struggle for Women’s Rights, 433-434; The Rise of Public Education, 434-435; Assessment (1. Identify Cause and Effect), (4. Identify Supporting Details), 441; Latin America Ripe for Revolution, 461-462; Check Understanding, 462; Assessment (1. Draw Conclusions), (2. Identify Central Ideas), 465; Moving Toward a Unified Germany, 466-467; The Iron Chancellor, 470-471; Assessment (1. Recall), (2. Describe), 472; First Step to Italian Unity, 473-474; Lenin Leads the Bolsheviks, 598-599; Civil War Erupts in Russia, 600-601; India’s Struggle for Independence Begins, 627-629; Gandhi’s Philosophy of Civil Disobedience, 629; Assessment (2. Draw Conclusions), 630; Nationalists and Communists, 634-636; The Ultrnationalist Reaction, 638-639; The Soviet Union Collapses, 754-755; The Post-Cold War World, 758; The Struggle for Equality in South Africa, 823-824; Assessment (2. Describe) 828</p> <p>TE Only: Ethiopia, 163; Key Terms, People and Ideas, 176; Background, 235; Differentiate (Extra Support), 433; Differentiate (Extra Support), 824</p>

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<p>SS.912.W.1.Pa.f: Recognize a characteristic of cultural identity.</p>	<p>TE Only: Ethiopia, 163; Key Terms, People and Ideas, 176; Background, 235; Differentiate (Special Needs), 292; Differentiate (Special Needs), 470; Differentiate (Special Needs), 635; Differentiate (Special Needs), 754</p>
<p>SS.912.W.2.1: Locate the extent of Byzantine territory at the height of the empire.</p>	
<p>SS.912.W.2.In.a: Identify the extent of Byzantine territory.</p>	<p>SE/TE: The Byzantine Empire Thrives, 48-49; Analyze Maps, 51</p>
<p>SS.912.W.2.Su.a: Recognize the extent of Byzantine territory.</p>	<p>SE/TE: The Byzantine Empire Thrives, 48-49; Analyze Maps, 51</p>
<p>SS.912.W.2.Pa.a: Recognize that there were civilizations in different parts of the world.</p>	<p>SE/TE: The Byzantine Empire Thrives, 48-49; Analyze Maps, 51; The Geography of Southeast Asia, 217; European Expansion in Africa, 277; Assessment (1. Identify Cause and Effect), 277</p>
<p>SS.912.W.2.10: Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.</p>	
<p>SS.912.W.2.In.j: Identify the social rankings in medieval society and the role feudalism played in Western Civilization.</p>	<p>SE/TE: Feudalism Develops, 56-57; Identify, 57; Noble, Knights, and Warfare, 57-58; Manorialism, 58-60; Assessment (1. Describe), (2. Summarize), (3. Describe), (4. Analyze) (5. Identify Cause and Effect), 60; The Church Shapes Everyday Life, 61-62; Jewish Communities in Medieval Europe, 66-67; Assessment (2. Identify Central Ideas), (5. Support Ideas with Examples), 68</p> <p>TE Only: History Background, 57</p>

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<p>SS.912.W.2.Su.j: Recognize a feature of Western Civilization that came from medieval times, such as a social class system or private property.</p>	<p>SE/TE: Feudalism Develops, 56-57; Identify, 57; Noble, Knights, and Warfare, 57-58; Manorialism, 58-60; Assessment (1. Describe), (3. Describe), 60; The Church Shapes Everyday Life, 61-62; Jewish Communities in Medieval Europe, 66-67; Assessment (2. Identify Central Ideas), 68</p> <p>TE Only: History Background, 57</p>
<p>SS.912.W.2.Pa.j: Recognize a contribution of medieval civilizations.</p>	<p>SE/TE: Feudalism Develops, 56-57; Identify, 57; Noble, Knights, and Warfare, 57-58; Manorialism, 58-60; Assessment, (1. Describe), (3. Describe), 60</p> <p>TE Only: History Background, Differentiate (Special Needs), 57</p>
<p>SS.912.W.2.11: Describe the rise and achievements of significant rulers in medieval Europe.</p>	
<p>SS.912.W.2.In.k: Identify the achievements under the leadership of Charlemagne, such as religious reform, establishment of courts, and cultural revival.</p>	<p>SE/TE: Charlemagne Builds and Empire, 53-54; Describe, 54; Assessment (5. Explain), 55</p>
<p>SS.912.W.2.Su.k: Recognize an achievement under the leadership of Charlemagne, such as religious reform, establishment of courts, or cultural revival.</p>	<p>SE/TE: Charlemagne Builds and Empire, 53-54; Describe, 54; Assessment (5. Explain), 55</p>
<p>SS.912.W.2.Pa.k: Recognize a positive consequence of change in civilization.</p>	<p>SE/TE: Benefits of the Industrial Revolution, 417-418; Check Understanding, 418</p> <p>TE Only: Differentiate (Extra Support), 53; Make Generalizations, 28; Make Generalizations, 418</p>
<p>SS.912.W.2.12: Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.</p>	

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SS.912.W.2.In.l: Recognize ways Christian monasteries and convents helped the people through education, charity, and agriculture.	SE/TE: Life in Monasteries and Convents, 62-64; Draw Conclusions, 64
SS.912.W.2.Su.l: Recognize a way Christian monasteries and convents helped the people through education and charity.	SE/TE: Life in Monasteries and Convents, 62-64; Draw Conclusions, 64 TE Only: Differentiate (Extra Support), 63
SS.912.W.2.Pa.l: Recognize a social support provided by religious organizations.	SE/TE: The Church Shapes Everyday Life, 61-62; Support Ideas with Evidence, 62; Life in Monasteries and Convents, 62-64; Draw Conclusions, 64
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.	
SS.912.W.2.In.m: Identify the major influences in Western Civilization that fostered cultural unity.	SE/TE: Charlemagne Builds and Empire, 53-54; The Growth of Church Power, 64-65
SS.912.W.2.Su.m: Recognize that Western Civilization was influenced by many cultures.	SE/TE: Charlemagne Builds and Empire, 53-54; The Growth of Church Power, 64-65
SS.912.W.2.Pa.m: Recognize that people in different cultures can join together.	SE/TE: The Byzantine Empire Thrives, 48-49; Charlemagne Builds and Empire, 53-54
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.	
SS.912.W.2.In.n: Recognize difficulties experienced by Western Europe in the 1300s, such as the Great Famine, Black Death, and the Hundred Years War.	SE/TE: The Black Death Spreads Across Europe, 98-99; Check Understanding, 99; The Hundred Years War, 101-102; Assessment (1. Recognize Cause and Effect), (2. Draw Conclusions), (5. Compare), 102 TE Only: History Background, 100

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<p>SS.912.W.2.Su.n: Recognize a difficulty experienced by Western Europe in the 1300s, such as the Great Famine or Black Death.</p>	<p>SE/TE: The Black Death Spreads Across Europe, 98-99; Check Understanding, 99; The Hundred Years War, 101-102; Assessment (1. Recognize Cause and Effect), (5. Compare), 102</p> <p>TE Only: History Background, Differentiate (Extra Support), 100</p>
<p>SS.912.W.2.Pa.n: Recognize that disease or war can destroy a civilization.</p>	<p>SE/TE: The Black Death Spreads Across Europe, 98-99; The Hundred Years War, 101-102; Korea and Japan Choose Isolation, 283-284</p> <p>TE Only: History Background, Differentiate (Special Needs), 100</p>
<p>SS.912.W.2.15: Determine the factors that contributed to the growth of a modern economy.</p>	
<p>SS.912.W.2.In.o: Recognize how the modern economy developed, such as from the growth of the early banking system, advancements in agriculture, the rise of the merchant class, and the growth of towns and cities.</p>	<p>SE/TE: The Columbian Exchange, 309-310; Identify Cause and Effect, 310; A Commercial Revolution, 310-312; Compare and Contrast, 312; Mercantilism, 312-313; Assessment, (1. Analyze Information), (2. Identify Cause and Effect), (3. Make Generalizations), 313</p> <p>TE Only: Economics Background, 312</p>
<p>SS.912.W.2.Su.o: Recognize a way the modern economy developed, such as from the growth of the early banking system, advancements in agriculture, the rise of the merchant class, or the growth of towns and cities.</p>	<p>SE/TE: The Columbian Exchange, 309-310; Identify Cause and Effect, 310; A Commercial Revolution, 310-312; Compare and Contrast, 312; Mercantilism, 312-313; Assessment (3. Make Generalizations), 313</p> <p>TE Only: Differentiate (Extra Support), 311</p>
<p>SS.912.W.2.Pa.o: Recognize that an economy involves buying and trading goods.</p>	<p>SE/TE: The World of the Incas, 23-24; The Columbian Exchange, 309-310; A Commercial Revolution, 310-312; Mercantilism, 312-313</p>
<p>SS.912.W.2.16: Trace the growth and development of a national identity in the countries of England, France, and Spain.</p>	

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<p>SS.912.W.2.In.p: Identify characteristics of national identity in England, France, and Spain.</p>	<p>SE/TE: English Kings Expand Their Power, 80-81; Developing New Traditions of Government, 81-83; Growth of the French Monarchy, 83-84; Describe, 84; Ruling with Absolute Power, 324-325; Spain and the Hapsburg Empire, 325-326; Philip II Becomes an Absolute Monarch, 326-328; Arts and Literature of Spain’s Gold Century, 328; Royal Power Expands in France, 328-329; Louis XIV, an Absolute Monarch, 330-331; The Royal Palace at Versailles, 331-332; Assessment (2. Summarize), (3. Identify Supporting Details), 332; Tudor Monarchs Work with Parliament, 342-343; The English Civil War, 344-345; Cromwell and the Commonwealth, 345-347; From Restoration to Glorious Revolution, 347-348; The Influence of the Glorious Revolution, 348</p>
<p>SS.912.W.2.Su.p: Recognize a characteristic of national identity in England, France, and Spain.</p>	<p>SE/TE: English Kings Expand Their Power, 80-81; Developing New Traditions of Government, 81-83; Growth of the French Monarchy, 83-84; Describe, 84; Ruling with Absolute Power, 324-325; Spain and the Hapsburg Empire, 325-326; Philip II Becomes an Absolute Monarch, 326-328; Arts and Literature of Spain’s Gold Century, 328; Royal Power Expands in France, 328-329; Louis XIV, an Absolute Monarch, 330-331; The Royal Palace at Versailles, 331-332; Assessment, (3. Identify Supporting Details), 332; Tudor Monarchs Work with Parliament, 342-343; The English Civil War, 344-345; Cromwell and the Commonwealth, 345-347; From Restoration to Glorious Revolution, 347-348; The Influence of the Glorious Revolution, 348</p> <p>TE Only: Differentiate (Extra Support), 81; Differentiate (Extra Support), 328</p>
<p>SS.912.W.2.Pa.p: Recognize a characteristic of national identity.</p>	<p>SE/TE: The Revolution Transform France, 385-386; Rebellions Erupt in Eastern Europe, 454</p> <p>TE Only: Differentiate (Special Needs), 386</p>

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<p>SS.912.W.2.17: Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.</p>	
<p>SS.912.W.2.In.q: Identify figures, such as Thomas Aquinas and Roger Bacon, and achievements, such as the advancement of education and law, of the medieval period in Western Europe.</p>	<p>SE/TE: The Rise of Medieval Universities, 91-93; Describe, 93; New Knowledge Reaches Europe, 93-94; Architecture and Art, 95-97; Describe, 97; The Byzantine Heritage, 97, Describe, 97; Assessment (1. Analyze Information), (4. Predict Consequences), 97</p>
<p>SS.912.W.2.Su.q: Recognize an achievement of the medieval period in Western Europe, such as the advancement of education through the universities.</p>	<p>SE/TE: The Rise of Medieval Universities, 91-93; Describe, 93; New Knowledge Reaches Europe, 93-94; Architecture and Art, 95-97; Describe, 97; The Byzantine Heritage, 97, Describe, 97; Assessment (1. Analyze Information), 97</p> <p>TE Only: Differentiate (Extra Support), 96</p>
<p>SS.912.W.2.Pa.q: Recognize important components of culture, such as education.</p>	<p>SE/TE: The Rise of Medieval Universities, 91-93; Architecture and Art, 95-97</p>
<p>SS.912.W.2.18: Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.</p>	
<p>SS.912.W.2.In.r: Recognize that developments in medieval English history established important legal principles, such as English Common law, the Magna Carta, habeas corpus, and the development of modern democratic institutions.</p>	<p>SE/TE: Developing New Traditions of Government, 81-83; The Magna Carta, 89-90; From Restoration to Glorious Revolution, 347-348; England's Constitutional Government Evolves, 348-349; Assessment (4. Describe), (5. Identify Central Ideas), 349; English Bill of Rights, 350-351</p>
<p>SS.912.W.2.Su.r: Recognize a development in medieval English history that established modern democratic government, such as English Common law or the Magna Carta.</p>	<p>SE/TE: Developing New Traditions of Government, 81-83; The Magna Carta, 89-90; From Restoration to Glorious Revolution, 347-348; England's Constitutional Government Evolves, 348-349; Assessment (4. Describe), 349; English Bill of Rights, 350-351</p>

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SS.912.W.2.Pa.r: Recognize that people are governed by laws.	SE/TE: Developing New Traditions of Government, 81-83; Analyze Charts, 354 TE Only: Differentiate (Extra Support), 354; Differentiate (Special Needs), 348
ASS.912.W.2.19: Describe the impact of Japan's physiography on its economic and political development.	
SS.912.W.2.In.s: Identify physical features of Japan that impacted its development.	SE/TE: Japan's Geography, 208-209; Integrate Information, 209; Early Japan, 209-210; Connect, 210; Japan's Feudal Age, 212-213; Assessment (1. Identify Cause and Effect), 216
SS.912.W.2.Su.s: Recognize selected physical features of Japan that impacted its development.	SE/TE: Japan's Geography, 208-209; Integrate Information, 209; Early Japan, 209-210; Connect, 210; Japan's Feudal Age, 212-213; Assessment (1. Identify Cause and Effect), 216
SS.912.W.2.Pa.s: Recognize an impact of a physical feature on a location.	SE/TE: Japan's Geography, 208-209; Read Physical Maps, 932-924
SS.912.W.2.2: Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.	
SS.912.W.2.In.b: Identify the impact of the establishment of "New Rome" by Constantine the Great with Christianity as the official religion.	SE/TE: The Roman Empire Rises and Declines, 32-34; The Byzantine Empire Thrives, 48-49; Identify, 49
SS.912.W.2.Su.b: Recognize that Constantine the Great established Christianity as the official religion of Constantinople.	SE/TE: The Roman Empire Rises and Declines, 32-34; The Byzantine Empire Thrives, 48-49; Identify, 49
SS.912.W.2.Pa.b: Recognize Christianity as a religion.	SE/TE: The Origins of Christianity, 35-36
SS.912.W.2.20: Summarize the major cultural, economic, political, and religious developments in medieval Japan.	

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<p>SS.912.W.2.In.t: Identify major developments in medieval Japan, such as the influence of the religions, feudal system, government, and military.</p>	<p>SE/TE: Early Japan, 209-210; Japanese Culture in the Heian Period, 211-212; Japan’s Feudal Age, 212-213; Apply Concepts, 213; A United Japan, 214-215; Japanese Feudal Culture Evolves, 215-216; Assessment (3. Analyze Information), (4. Check Understanding), (5. Generate Explanations), 216</p>
<p>SS.912.W.2.Su.t: Recognize a major development in medieval Japan, such as the influence of the religions, feudal system, government, or military.</p>	<p>SE/TE: Early Japan, 209-210; Japanese Culture in the Heian Period, 211-212; Japan’s Feudal Age, 212-213; Apply Concepts, 213; A United Japan, 214-215; Assessment (3. Analyze Information), (4. Check Understanding), 216</p> <p>TE Only: Differentiate (Extra Support), 213</p>
<p>SS.912.W.2.Pa.t: Recognize that civilizations change over time.</p>	<p>SE/TE: Civilization Begins, 6-7; Assessment (5. Identify), 7; Japanese Feudal Culture Evolves, 215-216</p>
<p>SS.912.W.2.21: Compare Japanese feudalism with Western European feudalism during the Middle Ages.</p>	
<p>SS.912.W.2.In.u: Identify major developments in medieval Japan, such as the influence of the religions, feudal system, government, and military.</p>	<p>SE/TE: Early Japan, 209-210; Japanese Culture in the Heian Period, 211-212; Japan’s Feudal Age, 212-213, Apply Concepts, 213; A United Japan, 214-215; Japanese Feudal Culture Evolves, 215-216; Assessment (3. Analyze Information), (4. Check Understanding), (5. Generate Explanations), 216</p> <p>*Repeated Standard see SS.912.W.2.In.t:</p>
<p>SS.912.W.2.Su.u: Recognize a major development in medieval Japan, such as the influence of the religions, feudal system, government, or military.</p>	<p>SE/TE: Early Japan, 209-210; Japanese Culture in the Heian Period, 211-212; Japan’s Feudal Age, 212-213, Apply Concepts, 213; A United Japan, 214-215; Assessment (3. Analyze Information), (4. Check Understanding), 216</p> <p>TE Only: Differentiate (Extra Support), 213</p> <p>*Repeated Standard see SS.912.W.2.Su.t:</p>

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SS.912.W.2.Pa.u: Recognize that civilizations change over time.	SE/TE: Civilization Begins, 6-7; Assessment (5. Identify), 7; Japanese Feudal Culture Evolves, 215-216 *Repeated Standard see SS.912.W.2.Pa.t:
SS.912.W.2.22: Describe Japan's cultural and economic relationship to China and Korea.	
SS.912.W.2.In.v: Identify an example of Japan's cultural and economic relationship to China and Korea.	SE/TE: Chinese Influence in Japan, 210-211; Generate Explanation, 211; Assessment (2. Check Understanding), 216 TE Only: History Background, 214
SS.912.W.2.Su.v: Recognize an example of Japan's cultural and economic relationship to China and Korea.	SE/TE: Chinese Influence in Japan, 210-211; Generate Explanation, 211; Assessment (2. Check Understanding), 216
SS.912.W.2.Pa.v: Recognize that people in different cultures share customs and practices.	SE/TE: Chinese Influence in Japan, 210-211; Indian Culture Spreads, 218-219
SS.912.W.2.3: Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.	
SS.912.W.2.In.c: Identify similarities and differences of the Byzantine Empire and Roman Empire.	SE/TE: The Roman Empire Rises and Declines, 32-34; The Byzantine Empire Thrives, 48-49; Charlemagne Builds an Empire, 53-54
SS.912.W.2.Su.c: Recognize a similarity and difference of the Byzantine Empire and Roman Empire.	SE/TE: The Roman Empire Rises and Declines, 32-34; The Byzantine Empire Thrives. 48-49; Charlemagne Builds an Empire, 53-54 TE Only: Differentiate (Extra Support), 53
SS.912.W.2.Pa.c: Recognize a characteristic of empires.	SE/TE: Empires of Mesopotamia, 9-10
SS.912.W.2.4: Identify key figures associated with the Byzantine Empire.	

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<p>SS.912.W.2.In.d: Recognize a key figure from the Byzantine Empire, such as the emperor, Justinian the Great.</p>	<p>SE/TE: The Age of Justinian, 49-51; Describe, 51; Assessment (1. Summarize), 55</p> <p>TE Only: History Background, 49</p>
<p>SS.912.W.2.Su.d: Associate a key figure, such as Justinian the Great, with the Byzantine Empire.</p>	<p>SE/TE: The Age of Justinian, 49-51; Describe, 51; Assessment, (1. Summarize), 55</p> <p>TE Only: History Background, 49</p>
<p>SS.912.W.2.Pa.d: Recognize a characteristic of empires.</p>	<p>SE/TE: Empires of Mesopotamia, 9-10; The Byzantine Empire Thrives, 48-49</p>
<p>SS.912.W.2.5: Explain the contributions of the Byzantine Empire.</p>	
<p>SS.912.W.2.In.e: Identify contributions of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, and spread of Christianity in Eastern Europe (Slavic peoples).</p>	<p>SE/TE: The Byzantine Empire Thrives, 48-49; Charlemagne Builds an Empire, 53-54; The Byzantine Heritage, 97; Assessment (1. Analyze Information), (5. Demonstrate Reasoned Judgment), 97</p>
<p>SS.912.W.2.Su.e: Recognize a contribution of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, or spread of Christianity in Eastern Europe (Slavic peoples).</p>	<p>SE/TE: The Byzantine Empire Thrives, 48-49; Charlemagne Builds an Empire; 53-54; The Byzantine Heritage, 97; Assessment (5. Demonstrate Reasoned Judgment), 97</p>
<p>SS.912.W.2.Pa.e: Recognize a contribution of medieval civilizations.</p>	<p>SE/TE: Feudalism Develops, 56-57; Manorialism, 58-60</p>
<p>SS.912.W.2.6: Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.</p>	
<p>SS.912.W.2.In.f: Identify contributions of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, and spread of Christianity in Eastern Europe (Slavic peoples).</p>	<p>SE/TE: The Byzantine Empire Thrives, 48-49; Charlemagne Builds an Empire, 53-54; The Byzantine Heritage, 97; Assessment (1. Analyze Information), (5. Demonstrate Reasoned Judgment), 97</p> <p>*Repeated Standards see SS.912.W.2.In.e:</p>

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<p>SS.912.W.2.Su.f: Recognize a contribution of the Byzantine Empire, such as the development of Western Europe, Islamic civilization, or spread of Christianity in Eastern Europe (Slavic peoples).</p>	<p>SE/TE: The Byzantine Empire Thrives, 48-49; Charlemagne Builds an Empire, 53-54; The Byzantine Heritage, 97; Assessment (5. Demonstrate Reasoned Judgment), 97</p> <p>*Repeated Standards see SS.912.W.2.Su.e:</p>
<p>SS.912.W.2.Pa.f: Recognize a contribution of medieval civilizations.</p>	<p>SE/TE: Feudalism Develops, 56-57; Manorialism, 58-60</p> <p>*Repeated Standards see SS.912.W.2.Pa.e:</p>
<p>SS.912.W.2.7: Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.</p>	
<p>SS.912.W.2.In.g: Recognize causes of the decline of the Byzantine Empire, such as the plague, attacks from barbarian tribes, or the Crusades.</p>	<p>SE/TE: The Age of Justinian, 40-51; New Invasions Pound Europe, 54-55; The Christian Church is Divided, 67-68; Assessment (3. Synthesize), 68; The Byzantine Heritage, 97</p>
<p>SS.912.W.2.Su.g: Recognize a cause of the decline of the Byzantine Empire, such as the plague, attacks from barbarian tribes, or the Crusades.</p>	<p>SE/TE: The Age of Justinian, 40-51; New Invasions Pound Europe, 54-55; The Christian Church is Divided, 67-68; Assessment (3. Synthesize), 68; The Byzantine Heritage, 97</p>
<p>SS.912.W.2.Pa.g: Recognize that disease or war can destroy a civilization.</p>	<p>SE/TE: The Black Death Spreads Across Europe, 98-99; The Hundred Years War, 101-102; Korea and Japan Choose Isolation, 283-284</p> <p>TE Only: History Background, Differentiate (Special Needs), 100</p>
<p>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.</p>	
<p>SS.912.W.2.In.h: Identify that the Ottoman Turks conquered the Byzantine Empire and the Ottoman Empire grew.</p>	<p>SE/TE: Growth of the Ottoman Empire, 144-145; Analyze Concepts, 145; Ottoman Society, 145-147; Assessment (2. Draw Conclusions), (3. Identify Cause and Effect), (4. Infer), (5. Summarize), 148</p> <p>TE Only: History Background, 145</p>

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<p>SS.912.W.2.Su.h: Recognize that the Ottoman Turks conquered the Byzantine Empire.</p>	<p>SE/TE: Growth of the Ottoman Empire, 144-145; Ottoman Society, 145-147; Assessment (2. Draw Conclusions), (3. Identify Cause and Effect), (5. Summarize), 148</p> <p>TE Only: History Background, Differentiate (Extra Support), 145</p>
<p>SS.912.W.2.Pa.h: Recognize that countries fight to take control of other countries.</p>	<p>SE/TE: New Invasions Pound Europe, 54; The Crusades, 74-76</p>
<p>SS.912.W.2.9: Analyze the impact of the collapse of the Western Roman Empire on Europe.</p>	
<p>SS.912.W.2.In.i: Identify the changes that occurred after the collapse of the Western Roman Empire, such as less trade, the loss of learning and knowledge, and the breakup into barbarian states.</p>	<p>SE/TE: The Byzantine Empire Thrives, 48-49; Changes in Western Europe, 51-52, Describe, 52; New Invasions Pound Europe, 54-55; Describe, 55; Assessment (2. Explain), (5. Explain), 55</p>
<p>SS.912.W.2.Su.i: Recognize a change that occurred after the collapse of the Western Roman Empire, such as less trade, the loss of learning and knowledge, or the breakup into barbarian states.</p>	<p>SE/TE: The Byzantine Empire Thrives, 48-49; Changes in Western Europe, 51-52, Describe, 52; New Invasions Pound Europe, 54-55; Describe, 55; Assessment (2. Explain), (5. Explain), 55</p> <p>TE Only: Differentiate (Extra Support), 53</p>
<p>SS.912.W.2.Pa.i: Recognize a negative consequence of change in civilization.</p>	<p>SE/TE: Benefits of the Industrial Revolution, 417-418; Check Understanding, 418; Liberalism and Nationalism Spur Revolts, 453-454</p>
<p>SS.912.W.3.1: Discuss significant people and beliefs associated with Islam.</p>	
<p>SS.912.W.3.In.a: Identify significant people and beliefs associated with Islam, such as Muhammad, Islamic law, and the relationship between government and religion.</p>	<p>SE/TE: Muhammad and Early Islam, 122-124; Teachings of Islam, 124-125; Islam as a Way of Life, 125-126; Assessment (2. Apply Concepts), (4. Infer), 126</p>

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<p>SS.912.W.3.Su.a: Recognize a significant person or belief associated with Islam, such as Muhammad or Islamic law.</p>	<p>SE/TE: Muhammad and Early Islam, 122-124; Teachings of Islam, 124-125; Islam as a Way of Life, 125-126; Assessment, (2. Apply Concepts), 126</p> <p>TE Only: Differentiate (Extra Support), 125</p>
<p>SS.912.W.3.Pa.a: Recognize that religion influences culture.</p>	<p>SE/TE: The Geography of Eastern Europe, 107-109; Islam and the Modern World, 799-800</p>
<p>SS.912.W.3.10: Identify key significant economic, political, and social characteristics of Ghana.</p>	
<p>SS.912.W.3.In.j: Recognize significant characteristics of Ghana, such as salt and gold trade, matrilineal inheritance, rise of Islam, and slavery.</p>	<p>SE/TE: Ghana, 155-156; Describe, 156; Assessment (1. Identify Cause and Effect), (5. Check Understanding), 159</p>
<p>SS.912.W.3.Su.j: Recognize a characteristic of Ghana, such as salt and gold trade, matrilineal inheritance, rise of Islam, or slavery.</p>	<p>SE/TE: Ghana, 155-156; Describe, 156; Assessment (5. Check Understanding), 159</p> <p>TE Only: Differentiate (Extra Support), 155</p>
<p>SS.912.W.3.Pa.j: Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.</p>	<p>SE/TE: The World of the Incas, 23-24; Ghana, 155-156</p> <p>TE Only: Differentiate (Extra Support), 24; Differentiate (Special Needs), 157</p>
<p>SS.912.W.3.11: Identify key figures and significant economic, political, and social characteristics associated with Mali.</p>	
<p>SS.912.W.3.In.k: Recognize significant characteristics of Mali, such as gold mining, salt trade, and slavery.</p>	<p>SE/TE: Mali, 156-157; Draw Conclusions, 157; Assessment, (2. Compare), 159</p>
<p>SS.912.W.3.Su.k: Recognize a characteristic of Mali, such as gold mining, salt trade, or slavery.</p>	<p>SE/TE: Mali, 156-157; Draw Conclusions, 157</p>
<p>SS.912.W.3.Pa.k: Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.</p>	<p>SE/TE: Umayyad Caliphs Create an Arab Empire, 131-133; Mali, 156-157</p> <p>TE Only: Differentiate (Special Needs), 157</p>

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<p>SS.912.W.3.12: Identify key figures and significant economic, political, and social characteristics associated with Songhai.</p>	
<p>SS.912.W.3.In.l: Identify characteristics associated with Songhai, such as gold, salt trade, Sankore University, and provincial political structure.</p>	<p>SE/TE: Songhai, 157-158; Identify, 158</p>
<p>SS.912.W.3.Su.l: Recognize a characteristic associated with Songhai, such as gold, salt trade, Sankore University, or provincial political structure.</p>	<p>SE/TE: Songhai, 157-158; Identify, 158</p>
<p>SS.912.W.3.Pa.l: Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.</p>	<p>SE/TE: The World of the Incas, 23-24; Songhai, 157-158</p> <p>TE Only: Differentiate (Extra Support), 24; Differentiate (Special Needs), 157</p>
<p>SS.912.W.3.13: Compare economic, political, and social developments in East, West, and South Africa.</p>	<p>Topic 2, Lesson 5, Lesson 6, Lesson 7</p>
<p>SS.912.W.3.In.m: Recognize major characteristics of developments in East, West, and South Africa.</p>	<p>SE/TE: The Geography of Africa, 149-150; Check Understanding, 150; Migration of People and Ideas, 150-151; Analyze Information, 151; Egypt and Nubia Flourish, 151; Apply Concepts, 151; North Africa in the Ancient World, 152-153; Identify Cause and Effect, 153; Assessment, 153; Trade Grows Across the Sahara, 154-155; Explain, 155; Ghana, 155-157; Describe, 157; Mali, 156-157; Draw Conclusions, 157; Songhai 157-158; Small Societies and Kingdoms of West Africa, 158-159; Summarize, 159; Assessment, 159; Axum, 162-163; Summarize, 163; Ethiopia, 163-164; Identify, 164; City-States of East Africa, 164-166; Identify Central Ideas, 166; Great Zimbabwe, 166-167; Explain, 167; Assessment, 167</p> <p>TE Only: History Background, 157</p>

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<p>SS.912.W.3.Su.m: Recognize a major characteristic of developments in East, West, and South Africa.</p>	<p>SE/TE: The Geography of Africa, 149-150; Check Understanding, 150; Migration of People and Ideas, 150-151; Egypt and Nubia Flourish, 151; Apply Concepts, 151; North Africa in the Ancient World, 152-153; Identify Cause and Effect, 153; Assessment (2. Identify), (3. Identify Main Ideas), 153; Ghana, 155-157; Describe, 157; Mali, 156-157; Draw Conclusions, 157; Songhai 157-158; Small Societies and Kingdoms of West Africa, 158-159; Summarize, 159; Assessment (1. Identify Cause and Effect), (2. Compare), Identify Central Ideas), (5. Check Understanding), 159; Axum, 162-163; Summarize, 163; Ethiopia, 163-164; Identify, 164; City-States of East Africa, 164-166; Identify Central Ideas, 166; Great Zimbabwe, 166-167; Explain, 167; Assessment (4. Identify Central Ideas), (5. Identify Cause and Effect), 167</p> <p>TE Only: Differentiate (Extra Support), 150; Differentiate (Extra Support), 155; Differentiate (Extra Support), 163</p>
<p>SS.912.W.3.Pa.m: Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.</p>	<p>SE/TE: The World of the Incas, 23-24; Umayyad Caliphs Create an Arab Empire, 131-133; Ghana, 155-156; Mali, 156-157</p> <p>TE Only: Differentiate (Extra Support), 24; Differentiate (Special Needs), 157</p>
<p>SS.912.W.3.14: Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.</p>	
<p>SS.912.W.3.In.n: Recognize factors that led to the fall of the empires of Ghana, Mali, and Songhai, such as disruption of trade and internal political struggles.</p>	<p>SE/TE: Ghana, 155-157; Describe, 157; Mali, 156-157; Draw Conclusions, 157; Songhai 157-158</p> <p>TE Only: Differentiate (On-Level), 156; History Background, 157; History Background, 158</p>

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SS.912.W.3.Su.n: Recognize a factor that led to the fall of the empires of Ghana, Mali, and Songhai, such as disruption of trade or internal political struggles.	SE/TE: Ghana, 155-157; Describe, 157; Mali, 156-157; Draw Conclusions, 157; Songhai 157-158 TE Only: History Background, 157; History Background, 158
SS.912.W.3.Pa.n: Recognize change of leadership over time.	SE/TE: The Christian Church is Divided, 67-68; The Mongols Conquer Russia, 105-106 TE Only: History Background, 157; History Background, 158
SS.912.W.3.15: Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.	
SS.912.W.3.In.o: Identify legacies such as religion, astronomy, and architecture of the Olmec, Zapotec, and Chavin on later civilizations.	SE/TE: Civilizations of Middle America, 22-23 TE Only: History Background, 23; Differentiate (On-Level), 23
SS.912.W.3.Su.o: Recognize a legacy such as religion, astronomy, or architecture of the Olmec, Zapotec, or Chavin on later civilizations.	SE/TE: Civilizations of Middle America, 22-23 TE Only: History Background, 23
SS.912.W.3.Pa.o: Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.	SE/TE: Civilizations of Middle America, 22-23; The World of the Incas, 23-24; Songhai, 157-158 TE Only: Differentiate (Extra Support), 24; Differentiate (Special Needs), 157
SS.912.W.3.16: Locate major civilizations of Mesoamerica and Andean South America.	
SS.912.W.3.In.p: Recognize major civilizations of Mesoamerica and Andean South America, such as Maya, Aztec, and Inca.	SE/TE: Civilizations of Middle America, 22-23; Explain, 23; The World of the Incas, 23-24; Assessment (1. Contrast), (2. Summarize), (3. Explain), 25 TE Only: History Background, 23

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<p>SS.912.W.3.Su.p: Recognize a major civilization of Mesoamerica and Andean South America.</p>	<p>SE/TE: Civilizations of Middle America, 22-23; Explain, 23; The World of the Incas, 23-24; Assessment (2. Summarize), (3. Explain), 25</p> <p>TE Only: Differentiate (Extra Support), 24</p>
<p>SS.912.W.3.Pa.p: Recognize that there were civilizations in different parts of the world.</p>	<p>SE/TE: Civilizations of Middle America, 22-23; The World of the Incas, 23-24</p>
<p>SS.912.W.3.17: Describe the roles of people in the Maya, Inca, and Aztec societies.</p>	
<p>SS.912.W.3.In.q: Recognize the roles of people in Maya, Inca, and Aztec societies, such as class structures, family life, warfare, religious beliefs and practices, and slavery.</p>	<p>SE/TE: Civilizations of Middle America, 22-23; Explain, 23; The World of the Incas, 23-24; Assessment (1. Contrast), (2. Summarize), (3. Explain), 25</p> <p>TE Only: History Background, 23</p>
<p>SS.912.W.3.Su.q: Recognize a role of people in Maya, Inca, and Aztec societies, such as class structures, family life, warfare, religious beliefs and practices, or slavery.</p>	<p>SE/TE: Civilizations of Middle America, 22-23; Explain, 23; The World of the Incas, 23-24; Assessment (2. Summarize), (3. Explain), 25</p> <p>TE Only: Differentiate (Extra Support), 24</p>
<p>SS.912.W.3.Pa.q: Recognize different roles of people.</p>	<p>SE/TE: Nobles, Knights, and Warfare, 57-58; Manorialism, 58-60; Islam as a Way of Life, 125-126</p> <p>TE Only: History Background, 57</p>
<p>SS.912.W.3.18: Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.</p>	
<p>SS.912.W.3.In.r: Recognize common characteristics of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, and government.</p>	<p>SE/TE: Civilizations of Middle America, 22-23; Explain, 23; The World of the Incas, 23-24; Assessment (1. Contrast), (2. Summarize), (3. Explain), 25</p> <p>TE Only: History Background, 23</p>

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SS.912.W.3.Su.r: Recognize a common characteristic of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, or government.	SE/TE: Civilizations of Middle America, 22-23; Explain, 23; The World of the Incas, 23-24; Assessment (2. Summarize), (3. Explain), 25 TE Only: Differentiate (Extra Support), 24
SS.912.W.3.Pa.r: Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.	SE/TE: Civilizations of Middle America, 22-23; The World of the Incas, 23-24; Songhai, 157-158 TE Only: Differentiate (Extra Support), 24; Differentiate (Special Needs), 157
SS.912.W.3.19: Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.	
SS.912.W.3.In.s: Recognize common characteristics of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, and government.	SE/TE: Civilizations of Middle America, 22-23; Explain, 23; The World of the Incas, 23-24; Assessment (1. Contrast), (2. Summarize), (3. Explain), 25 TE Only: History Background, 23
SS.912.W.3.Su.s: Recognize a common characteristic of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, or government.	SE/TE: Civilizations of Middle America, 22-23; Explain, 23; The World of the Incas, 23-24; Assessment (2. Summarize), (3. Explain), 25 TE Only: Differentiate (Extra Support), 24
SS.912.W.3.Pa.s: Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.	SE/TE: Civilizations of Middle America, 22-23; The World of the Incas, 23-24; Songhai, 157-158 TE Only: Differentiate (Extra Support), 24; Differentiate (Special Needs), 157
SS.912.W.3.2: Compare the major beliefs and principles of Judaism, Christianity, and Islam.	
SS.912.W.3.In.b: Identify major differences in beliefs and principles of Judaism, Christianity, and Islam.	SE/TE: The Hebrew and the Origins of Judaism, 10-11; Identify Main Ideas, 11; Assessment (4. Support Ideas with Examples), 13; The Origins of Christianity, 35-36, Summarize, 36; Muhammad and Early Islam, 122-124; Teachings of Islam, 124-125; Infer, 125

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<p>SS.912.W.3.Su.b: Recognize a difference in beliefs or principles of Judaism, Christianity, and Islam.</p>	<p>SE/TE: The Hebrew and the Origins of Judaism, 10-11; Identify Main Ideas, 11; Assessment (4. Support Ideas with Examples), 13; The Origins of Christianity, 35-36, Summarize, 36; Muhammad and Early Islam, 122-124; Teachings of Islam, 124-125; Infer, 125</p> <p>TE Only: Differentiate (Extra Support), 12; Differentiate (Extra Support), 125</p>
<p>SS.912.W.3.Pa.b: Recognize that there is more than one religion.</p>	<p>SE/TE: The Hebrew and the Origins of Judaism, 10-11; The Origins of Hinduism and Buddhism, 16-17; The Origins of Christianity, 35-36, Muhammad and Early Islam, 122-124</p> <p>TE Only: Differentiate (Special Needs), 124</p>
<p>SS.912.W.3.3: Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.</p>	
<p>SS.912.W.3.In.c: Recognize effects of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula, such as the Crusades, the capture of Jerusalem, and conversion of the Mongols to Islam.</p>	<p>SE/TE: Islam Faces Challenges, 129-130; Divisions Split Islam, 130-131; Umayyad Caliphs Create an Arab Empire, 131-133; Summarize, 133; New Rule Under the Abbasid Dynasty, 133-134; Assessment (1. Cause and Effect), (5. Cause and Effect), 136; The Delhi Sultanate, 184-185; Assessment (2. Analyze Information), 189</p>
<p>SS.912.W.3.Su.c: Recognize an effect of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula, such as the spread of Islam.</p>	<p>SE/TE: Islam Faces Challenges, 129-130; Divisions Split Islam, 130-131; Umayyad Caliphs Create an Arab Empire, 131-133; Summarize, 133; New Rule Under the Abbasid Dynasty, 133-134; Assessment (1. Cause and Effect), 136; The Delhi Sultanate, 184-185; Assessment (2. Analyze Information), 189</p> <p>TE Only: Differentiate (Extra Support), 133</p>
<p>SS.912.W.3.Pa.c: Recognize that religion influences culture.</p>	<p>SE/TE: The Geography of Eastern Europe, 107-109; Islam and the Modern World, 799-800</p>
<p>SS.912.W.3.4: Describe the expansion of Islam into India and the relationship between Muslims and Hindus.</p>	

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<p>SS.912.W.3.In.d: Identify factors that led to the expansion of Islam into India, such as traders, missionary activities, invasions, and the introduction of the Islamic faith to Hindus in India.</p>	<p>SE/TE: The Meeting of Islam and Hinduism, 186-187; Explain, 187; Mughal India, 188-189; Assessment (2. Analyze Information), (4. Determine Cause and Effect), 189</p>
<p>SS.912.W.3.Su.d: Recognize a factor that led to the expansion of Islam into India, such as traders, missionary activities, invasions, or the introduction of Islamic faith to Hindus in India.</p>	<p>SE/TE: The Meeting of Islam and Hinduism, 186-187; Explain, 187; Mughal India, 188-189; Assessment (2. Analyze Information), 189</p> <p>TE Only: Differentiate (Extra Support), 189</p>
<p>SS.912.W.3.Pa.d: Recognize that religion influences culture.</p>	<p>SE/TE: The Geography of Eastern Europe, 107-109; Islam and the Modern World, 799-800</p>
<p>SS.912.W.3.5: Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.</p>	
<p>SS.912.W.3.In.e: Recognize achievements, contributions, and key figures associated with the Islamic Golden Age, such as in medicine (Avicenna), mathematics, and philosophy (Averroes).</p>	<p>SE/TE: Economic and Social Changes, 137-139; Describe, 139; Literature, Art, and Architecture, 140-141; Identify, 141; An Emphasis on Knowledge, 141-143; Summarize, 143; Assessment (3. Infer), (4. Cite Evidence), (5. Draw Conclusions), 143</p> <p>TE Only: Differentiate (On-Level), 138</p>
<p>SS.912.W.3.Su.e: Recognize that achievements in the Islamic Golden Age included advancements in many areas of learning.</p>	<p>SE/TE: Economic and Social Changes, 137-139; Describe, 139; Literature, Art, and Architecture, 140-141; Identify, 141; An Emphasis on Knowledge, 141-143; Summarize, 143; Assessment (4. Cite Evidence), 143</p> <p>TE Only: Differentiate (Extra Support), 139</p>
<p>SS.912.W.3.Pa.e: Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.</p>	<p>SE/TE: Umayyad Caliphs Create an Arab Empire, 131-133; Mali, 156-157</p>

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<p>SS.912.W.3.6: Describe key economic, political, and social developments in Islamic history.</p>	
<p>SS.912.W.3.In.f: Recognize key developments in Islamic history, such as the form of government (caliphate), the formation of different religious groups Sunni and Shi'a, and the importance of slave trade.</p>	<p>SE/TE: Islam Faces Challenges, 129-130; Divisions Split Islam, 130-131; Contrast, 131; Umayyad Caliphs Create an Arab Empire, 131-133; Decline of the Muslim Empire, 135-136; Cause and Effect, 136; Assessment (2. Compare), 136; Economic and Social Changes, 137-139</p>
<p>SS.912.W.3.Su.f: Recognize a key development in Islamic history, such as the form of government (caliphate), the formation of different religious groups Sunni and Shi'a, or the importance of slave trade.</p>	<p>SE/TE: Islam Faces Challenges, 129-130; Divisions Split Islam, 130-131; Contrast, 131; Umayyad Caliphs Create an Arab Empire, 131-133; Decline of the Muslim Empire, 135-136; Assessment (2. Compare), 136; Economic and Social Changes, 137-139</p> <p>TE Only: Differentiate (Extra Support), 139</p>
<p>SS.912.W.3.Pa.f: Recognize an achievement or contribution of Asian, African, or Meso-American civilizations.</p>	<p>SE/TE: The World of the Incas, 23-24; Umayyad Caliphs Create an Arab Empire, 131-133; Ghana, 155-156; Mali, 156-157</p> <p>TE Only: Differentiate (Extra Support), 24; Differentiate (Special Needs), 157</p>
<p>SS.912.W.3.7: Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.</p>	
<p>SS.912.W.3.In.g: Recognize effects of the European response to Islamic expansion, such as the Crusades and Reconquista.</p>	<p>SE/TE: New Invasions Pound Europe, 54-55; Describe, 55; The Crusades, 74-76; Analyze Information, 76; The Effects of the Crusades, 76-77; Summarize; The Reconquista, 78; Check Understanding, 78; Assessment (2. Determine Relevance), 78</p>
<p>SS.912.W.3.Su.g: Recognize that the Crusades were a key European response to Islamic expansion.</p>	<p>SE/TE: New Invasions Pound Europe, 54-55; Describe, 55; The Crusades, 74-76; The Effects of the Crusades, 76-77; Summarize; The Reconquista, 78; Check Understanding, 78; Assessment (2. Determine Relevance), 78</p> <p>TE Only: Differentiate (Extra Support), 74</p>

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SS.912.W.3.Pa.g: Recognize people fight for their religious beliefs.	SE/TE: The Crusades, 74-76; The Reconquista, 78
SS.912.W.3.8: Identify important figures associated with the Crusades.	
SS.912.W.3.In.h: Recognize effects of the European response to Islamic expansion, such as the Crusades and Reconquista.	SE/TE: The Crusades, 74-76; The Effects of the Crusades, 76-77; Summarize, 77; The Reconquista, 78; Check Understanding, 78; Assessment (2. Determine Relevance), 78; Document-Based Questions, 115
SS.912.W.3.Su.h: Recognize that the Crusades were a key European response to Islamic expansion.	SE/TE: The Crusades, 74-76; The Effects of the Crusades, 76-77; Summarize, 77; The Reconquista, 78; Check Understanding, 78; Assessment (2. Determine Relevance), 78; Document-Based Questions, 115 TE Only: Differentiate (Extra Support), 74
SS.912.W.3.Pa.h: Recognize people fight for their religious beliefs.	SE/TE: The Crusades, 74-76; The Reconquista, 78 TE Only: Differentiate (Special Needs), 74
SS.912.W.3.9: Trace the growth of major sub-Saharan African kingdoms and empires.	
SS.912.W.3.In.i: Identify the growth of sub-Saharan African kingdoms and empires, such as Ghana, Mali, or Songhai.	SE/TE: Trade Grows Across the Sahara, 154-155; Explain, 155; Ghana, 155-156; Describe 156; Mali, 156-157; Draw Conclusions, 157; Songhai, 157-158; Identify, 158; Small Societies and Kingdoms of West Africa, 158-159; Summarize, 159; Assessment, 159 TE Only: Differentiate (On-Level), 156; Historic Background, 157

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<p>SS.912.W.3.Su.i: Recognize the growth of sub-Saharan African kingdoms and empires.</p>	<p>SE/TE: Trade Grows Across the Sahara, 154-155; Explain, 155; Ghana, 155-156; Describe 156; Mali, 156-157; Draw Conclusions, 157; Songhai, 157-158; Identify, 158; Small Societies and Kingdoms of West Africa, 158-159; Summarize, 159; Assessment (2. Compare), (5. Check Understanding), 159</p> <p>TE Only: Differentiate (Extra Support), 155;</p>
<p>SS.912.W.3.Pa.i: Recognize change of leadership over time.</p>	<p>SE/TE: The Christian Church is Divided, 67-68; The Mongols Conquer Russia, 105-106</p> <p>TE Only: History Background, 157; History Background, 158</p>
<p>SS.912.W.4.1: Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).</p>	
<p>SS.912.W.4.In.a: Recognize that Italian city-states had ideal locations on the Italian peninsula that made them grow wealthy through trade and cultural diversity.</p>	<p>SE/TE: The Renaissance Begins in Italy, 234-235; Identify Cause and Effect, 235; Assessment (2. Identify Cause and Effect), 238</p> <p>TE Only: Historic Background, 235</p>
<p>SS.912.W.4.Su.a: Recognize that Italian city-states grew wealthy through trade and cultural diversity.</p>	<p>SE/TE: The Renaissance Begins in Italy, 234-235; Identify Cause and Effect, 235; Assessment (2. Identify Cause and Effect), 238</p> <p>TE Only: Differentiate (Extra Support), 234; Historic Background, 235</p>
<p>SS.912.W.4.Pa.a: Recognize that trade is a characteristic of society.</p>	<p>SE/TE: The Italian Renaissance, 232-233; The Renaissance Begins in Italy, 234-235</p>

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SS.912.W.4.10: Identify the major contributions of individuals associated with the Scientific Revolution.	
SS.912.W.4.In.j: Recognize new ideas developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, the scientific method, and the microscope.	SE/TE: Changing Views of the Universe, 256-257; A New Scientific Method, 257-258; Breakthroughs in Medicine and Chemistry, 258-260; Explain, 260; Assessment), 260 TE Only: Background, 257; Differentiate (On-Level), 258; Background, 258
SS.912.W.4.Su.j: Recognize a new idea developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, or the microscope.	SE/TE: Changing Views of the Universe, 256-257; A New Scientific Method, 257-258; Breakthroughs in Medicine and Chemistry, 258-260; Explain, 260; Assessment (1. Recognize Ideologies), (2. Make Generalizations), (3. Identify Cause and Effect), 260 TE Only: Differentiate (Extra Support), 259
SS.912.W.4.Pa.j: Recognize the impact of science on civilization.	SE/TE: Changing Views of the Universe, 256-257; Breakthroughs in Medicine and Chemistry, 258-260
SS.912.W.4.11: Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.	
SS.912.W.4.In.k: Recognize causes that led to the Age of Exploration, such as the need for new routes and goods to trade.	SE/TE: Causes of European Exploration, 272-273; Portugal Explores the Seas, 273-274; Explain 274; Columbus Searches for a Route to Asia; 274-276; Infer, 276; The Search for a Route to the Pacific, 276-277; European Expansion in Africa, 277-278; Identify, 277; Assessment, (1. Identify Cause and Effect), (2. Identify Steps in a Process), (3. Draw Conclusions), (4. Summarize), 277 TE Only: Differentiate (On-Level), 276

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<p>SS.912.W.4.Su.k: Recognize why explorers came to the New World, such as to find routes for trade.</p>	<p>SE/TE: Causes of European Exploration, 272-273; Portugal Explores the Seas, 273-274; Explain, 274; Columbus Searches for a Route to Asia, 274-276; Infer, 276; The Search for a Route to the Pacific, 276-277; European Expansion in Africa, 277-278; Identify, 277; Assessment (1. Identify Cause and Effect), (2. Identify Steps in a Process), (4. Summarize), 277; Document-Based Questions, 317</p> <p>TE Only: Differentiate (Extra Support), 274</p>
<p>SS.912.W.4.Pa.k: Recognize a cause for exploration.</p>	<p>SE/TE: Causes of European Exploration, 272-273; Columbus Searches for a Route to Asia; 274-276; The Search for a Route to the Pacific, 276-277</p> <p>TE Only: Differentiate (Special Needs), 273</p>
<p>SS.912.W.4.12: Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.</p>	
<p>SS.912.W.4.In.l: Recognize impacts of the Columbian Exchange, such as the exchange of agricultural goods, diseases, and ideas between Europe, Africa, and the Americas.</p>	<p>SE/TE: The Columbian Exchange, 309-310; A Commercial Revolution, 310-312; Mercantilism, 312-313; Describe, 313; Assessment (1. Analyze Information), 313</p> <p>TE Only: Economics Background, 312</p>
<p>SS.912.W.4.Su.l: Recognize an impact of the Columbian Exchange, such as the exchange of agricultural goods, diseases, or ideas between Europe, Africa, and the Americas.</p>	<p>SE/TE: The Columbian Exchange, 309-310; A Commercial Revolution, 310-312; Mercantilism, 312-313; Describe, 313; Assessment (1. Analyze Information), 313</p> <p>TE Only: Differentiate (Extra Support), 311; Economics Background, 312</p>
<p>SS.912.W.4.Pa.l: Recognize a cause for exchange of goods.</p>	<p>SE/TE: Mercantilism, 312-313</p> <p>TE Only: Differentiate (Special Needs), 312</p>
<p>SS.912.W.4.13: Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.</p>	

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<p>SS.912.W.4.In.m: Recognize ways the economic and political systems of European countries were used in the Americas.</p>	<p>SE/TE: Governing the Spanish Empire, 289-291; Society and Culture in Spanish America, 291-292; The Impact of Spanish Colonization, 292-293; Assessment (3. Identify Main Ideas), 293; Primary Sources, <i>The Destruction of the Indies: Bartolomé de Las Casas</i>, 294-295; Primary Sources, <i>The Interesting Narrative of the Life of Olaudah Equiano: Olaudah Equiano</i>, 307-308</p>
<p>SS.912.W.4.Su.m: Recognize that European countries influenced the economic or political systems in the Americas.</p>	<p>SE/TE: Governing the Spanish Empire, 289-291; Society and Culture in Spanish America, 291-292; The Impact of Spanish Colonization, 292-293; Assessment (3. Identify Main Ideas), 293; Primary Sources, <i>The Destruction of the Indies: Bartolomé de Las Casas</i>, 294-295; Primary Sources, <i>The Interesting Narrative of the Life of Olaudah Equiano: Olaudah Equiano</i>, 307-308</p> <p>TE Only: Differentiate (Extra Support), 288</p>
<p>SS.912.W.4.Pa.m: Recognize that people value traditional ways of life.</p>	<p>SE/TE: Axum, 162-163; Religion, 170-171; The Meeting of Islam and Hinduism, 186-187</p>
<p>SS.912.W.4.14: Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.</p>	
<p>SS.912.W.4.In.n: Recognize how the practice of slavery and other forms of forced labor differed in Africa, Europe, and the Americas.</p>	<p>SE/TE: City-States of East Africa, 164-166; Governing the Spanish Empire, 289-291; Define, 291; The African Slave Trade, 301-302; Identify Cause and Effect, 302; The Atlantic Slave Trade, 303-304; Summarize, 304; Horrors of the Middle Passage, 304; Impact of the Slave Trade, 304-306; Contrast, 306; Assessment (1. Compare and Contrast), (2. Identify Cause and Effect), (3. Identify Steps in a Process), (5. Summarize), 306; Africans Protest Colonial Rule, 620-621</p>

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<p>SS.912.W.4.Su.n: Recognize that slavery and forced labor were used in Africa, Europe, and the Americas.</p>	<p>SE/TE: City-States of East Africa, 164-166; Governing the Spanish Empire, 289-291; Define, 291; The African Slave Trade, 301-302; Identify Cause and Effect, 302; The Atlantic Slave Trade, 303-304; Summarize, 304; Horrors of the Middle Passage, 304; Impact of the Slave Trade, 304-306; Contrast, 306; Assessment (1. Compare and Contrast), (3. Identify Steps in a Process), (5. Summarize), 306; Africans Protest Colonial Rule, 620-621</p> <p>TE Only: Differentiate (Extra Support), 304</p>
<p>SS.912.W.4.Pa.n: Recognize that slaves did not have freedom.</p>	<p>SE/TE: The African Slave Trade, 301-302; The Atlantic Slave Trade, 303-304; Horrors of the Middle Passage, 304</p>
<p>SS.912.W.4.15: Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.</p>	
<p>SS.912.W.4.In.o: Recognize how the practice of slavery and other forms of forced labor differed in Africa, Europe, and the Americas.</p>	<p>SE/TE: City-States of East Africa, 164-166; Governing the Spanish Empire, 289-291; Define, 291; The African Slave Trade, 301-302; Identify Cause and Effect, 302; The Atlantic Slave Trade, 303-304; Summarize, 304; Horrors of the Middle Passage, 304; Impact of the Slave Trade, 304-306; Contrast, 306; Assessment (1. Compare and Contrast), (2. Identify Cause and Effect), (3. Identify Steps in a Process), (5. Summarize), 306; Africans Protest Colonial Rule, 620-621</p> <p>*Repeated standard see SS.912.W.4.In.n:</p>

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<p>SS.912.W.4.Su.o: Recognize that slavery and forced labor were used in Africa, Europe, and the Americas.</p>	<p>SE/TE: City-States of East Africa, 164-166; Governing the Spanish Empire, 289-291; Define, 291; The African Slave Trade, 301-302; Identify Cause and Effect, 302; The Atlantic Slave Trade, 303-304; Summarize, 304; Horrors of the Middle Passage, 304; Impact of the Slave Trade, 304-306; Contrast, 306; Assessment (1. Compare and Contrast), (3. Identify Steps in a Process), (5. Summarize), 306; Africans Protest Colonial Rule, 620-621</p> <p>TE Only: Differentiate (Extra Support), 304 *Repeated standard see SS.912.W.4.Su.n:</p>
<p>SS.912.W.4.Pa.o: Recognize that slaves did not have freedom.</p>	<p>SE/TE: The African Slave Trade, 301-302; The Atlantic Slave Trade, 303-304; Horrors of the Middle Passage, 304 *Repeated standard see SS.912.W.4.Pa.n:</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>SS.912.W.4.In.b: Recognize an influence of architectural, artistic, and literary development of Renaissance Italy.</p>	<p>SE/TE: The Italian Renaissance, 232-233; The Renaissance Begins, 234-235; Identify Cause and Effect, 235; Assessment (2. Identify Cause and Effect), 238</p>
<p>SS.912.W.4.Su.b: Recognize that artistic, literary, and technological accomplishments are distinctive characteristics of societies.</p>	<p>SE/TE: Literature, Art, and Architecture, 140-141; Identify, 141; New Books Reflect Renaissance Themes, 237-238; A Rising Tide of African Nationalism, 621-622</p> <p>TE Only: History Background, 344</p>
<p>SS.912.W.4.Pa.b: Recognize that architecture is a characteristic of society.</p>	<p>SE/TE: Civilization Begins, 6-7; Egyptian Civilization, 12-13; The Legacy of Rome, 34-35</p>
<p>SS.912.W.4.3: Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.</p>	

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<p>SS.912.W.4.In.c: Recognize the artistic, literary and technological contributions during the Renaissance of artists, such as da Vinci and Michelangelo; of writers, such as Petrarch and Shakespeare; and of inventors, such as Gutenberg.</p>	<p>SE/TE: The Italian Renaissance, 232-233; Art Flourishes in the Renaissance, 235-237; Identify, 237; New Books Reflect Renaissance Themes, 237-238; Assessment, (3. Analyze Information), (4. Draw Conclusions), (5. Identify Central Ideas), 238; Northern Renaissance Humanists and Writers, 240-242; The Printing Revolution, 242-243; Assessment (1. Identify Cause and Effect), (4. Identify Central Ideas), 243</p>
<p>SS.912.W.4.Su.c: Recognize a development of the Renaissance, such as the work of artists, like Michelangelo and da Vinci; writers, like Shakespeare; or inventors, like Gutenberg.</p>	<p>SE/TE: The Italian Renaissance, 232-233; Art Flourishes in the Renaissance, 235-237; Identify, 237; New Books Reflect Renaissance Themes, 237-238; Assessment, (5. Identify Central Ideas), 238; Northern Renaissance Humanists and Writers, 240-242; The Printing Revolution, 242-243; Assessment (1. Identify Cause and Effect), (4. Identify Central Ideas), 243</p> <p>TE Only: Differentiate (Extra Support), 234; Differentiate (Extra Support), 243</p>
<p>SS.912.W.4.Pa.c: Recognize that art is a characteristic of society.</p>	<p>SE/TE: Civilization Begins, 6-7; Egyptian Civilization, 12-13; Greek Thinkers, Artists, and Writers, 27-29; Architecture and Art, 95-97</p>
<p>SS.912.W.4.4: Identify characteristics of Renaissance humanism in works of art.</p>	
<p>SS.912.W.4.In.d: Recognize characteristics of Renaissance humanism in literature and the arts.</p>	<p>SE/TE: The Italian Renaissance, 232-233; Art Flourishes in the Renaissance, 235-237; Assessment (3. Analyze Information), 238; Artists of the Northern Renaissance, 239-240; Northern Renaissance Humanists and Writers, 240-242; Compare, 242</p>
<p>SS.912.W.4.Su.d: Recognize that works of art reflect the culture and values of their society.</p>	<p>SE/TE: The Italian Renaissance, 232-233; Art Flourishes in the Renaissance, 235-237; Assessment, (3. Analyze Information), 238; Artists of the Northern Renaissance, 239-240; Northern Renaissance Humanists and Writers, 240-242; Compare, 242</p>

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SS.912.W.4.Pa.d: Recognize that art is a characteristic of society.	SE/TE: Greek Thinkers, Artists, and Writers, 28-29; Architecture and Art, 95-97; Art Flourishes in the Renaissance, 235-237
SS.912.W.4.5: Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.	
SS.912.W.4.In.e: Recognize new ideas developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, the scientific method, and the microscope.	SE/TE: Changing Views of the Universe, 256-257; A New Scientific Method, 257-258; Breakthroughs in Medicine and Chemistry, 258-260; Explain, 260; Assessment, 260 TE Only: Background, 257; Differentiate (On-Level), 258; Background, 258
SS.912.W.4.Su.e: Recognize a new idea developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, or the microscope.	SE/TE: Changing Views of the Universe, 256-257; A New Scientific Method, 257-258; Breakthroughs in Medicine and Chemistry, 258-260; Explain, 260; Assessment (1. Recognize Ideologies), (2. Make Generalizations), (3. Identify Cause and Effect), 260 TE Only: Differentiate (Extra Support), 259
SS.912.W.4.Pa.e: Recognize the impact of science on civilization.	SE/TE: Changing Views of the Universe, 256-257; Breakthroughs in Medicine and Chemistry, 258-260
SS.912.W.4.6: Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.	
SS.912.W.4.In.f: Recognize new ideas developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, the scientific method, and the microscope.	SE/TE: Changing Views of the Universe, 256-257; A New Scientific Method, 257-258; Breakthroughs in Medicine and Chemistry, 258-260; Explain, 260; Assessment, 260 TE Only: Background, 257; Differentiate (On-Level), 258; Background, 258 *Repeated Standard see SS.912.W.4.In.e:

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<p>SS.912.W.4.Su.f: Recognize a new idea developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, or the microscope.</p>	<p>SE/TE: Changing Views of the Universe, 256-257; A New Scientific Method, 257-258; Breakthroughs in Medicine and Chemistry, 258-260; Explain, 260; Assessment, (1. Recognize Ideologies), (2. Make Generalizations), (3. Identify Cause and Effect), 260</p> <p>TE Only: Differentiate (Extra Support), 259</p> <p>*Repeated Standard see SS.912.W.4.Su.e:</p>
<p>SS.912.W.4.Pa.f: Recognize the impact of science on civilization.</p>	<p>SE/TE: Changing Views of the Universe, 256-257; Breakthroughs in Medicine and Chemistry, 258-260</p> <p>*Repeated Standard see SS.912.W.4.Pa.e:</p>
<p>SS.912.W.4.7: Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.</p>	
<p>SS.912.W.4.In.g: Recognize the impact of the Roman Catholic reformers, such as Erasmus, Wycliffe, or Huss.</p>	<p>SE/TE: Crisis in the Church, 100-101; Causes of the Reformation, 244-245; Analyze Information, 245</p>
<p>SS.912.W.4.Su.g: Recognize that reformers challenged the beliefs of the Roman Catholic Church.</p>	<p>SE/TE: Crisis in the Church, 100-101; Causes of the Reformation, 244-245; Analyze Information, 245; Martin Luther's Protests Bring Change, 245-247; John Calvin Challenges the Church, 248-249</p> <p>TE Only: Differentiate (Extra Support), 100</p>
<p>SS.912.W.4.Pa.g: Recognize that people may change their beliefs.</p>	<p>SE/TE: Germanic Kingdoms, 52; New Rule Under the Abbasid Dynasty, 133-135</p> <p>TE Only: History Background, 63</p>
<p>SS.912.W.4.8: Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.</p>	

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SS.912.W.4.In.h: Recognize characteristics of the Protestant religious reforms of Luther, Calvin, and Henry VIII.	SE/TE: Causes of the Reformation, 244-245; Analyze Information, 245; Martin Luther's Protests Bring Change, 245-247; John Calvin Challenges the Church, 248-249; The English Revolution, 251-252; Analyze Information, 252
SS.912.W.4.Su.h: Recognize that reformers challenged the beliefs of the Roman Catholic Church.	SE/TE: Causes of the Reformation, 244-245; Analyze Information, 245; Martin Luther's Protests Bring Change, 245-247; John Calvin Challenges the Church, 248-249; The English Revolution, 251-252; Analyze Information, 252 TE Only: Differentiate (Extra Support), 525
SS.912.W.4.Pa.h: Recognize that people may change their beliefs.	SE/TE: Germanic Kingdoms, 52; New Rule Under the Abbasid Dynasty, 133-135 TE Only: History Background, 63
SS.912.W.4.9: Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.	
SS.912.W.4.In.i: Recognize the reforms that were enacted by the Roman Catholic Church during the Catholic Counter Reformation.	SE/TE: The Catholic Reformation, 252-254; Assessment (4. Distinguish), 255 TE Only: Differentiate (On-Level), 253
SS.912.W.4.Su.i: Recognize that reformers challenged the beliefs of the Roman Catholic Church.	SE/TE: Causes of the Reformation, 244-245; Analyze Information, 245; Martin Luther's Protests Bring Change, 245-247; John Calvin Challenges the Church, 248-249; The English Revolution, 251-252; Analyze Information, 252; TE Only: Differentiate (Extra Support), 525 *Repeated Standard see SS.912.W.4.Su.h:
Repeated SS.912.W.4.Pa.i: Recognize that people may change their beliefs.	SE/TE: Germanic Kingdoms, 52; New Rule Under the Abbasid Dynasty, 133-135 TE Only: History Background, 63

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<p align="center">Access Points for World History Course #7921027</p>	<p align="center">Savvas Florida World History ©2018</p>
<p>SS.912.W.5.1: Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.</p>	
<p>SS.912.W.5.In.a: Identify differences between constitutional monarchies and absolute monarchies in Europe.</p>	<p>SE/TE: Feudal Monarchs Begin to Centralize Power, 79-80; Developing New Traditions of Government, 81-83; Growth of the French Monarchy, 83-84; Ruling with Absolute Power, 324-325; Phillip II Becomes an Absolute Monarch, 326-328; Louis XIV, an Absolute Monarch, 330-331; Reaction and the Directory, 384-385; Assessment, (3. Describe); Revolutions of 1830 and 1848, 455-456; Italy Faces New Challenges, 475-476; “Two Nations”: The Rich and the Poor, 477-478; Analyze Information, 478</p>
<p>SS.912.W.5.Su.a: Recognize that a constitutional government can limit the powers of a king or queen.</p>	<p>SE/TE: From Restoration to Glorious Revolution, 347-348; England’s Government Evolves, 348-349; Assessment, (4. Describe), 349; Revolutions of 1830 and 1848, 455-456</p> <p>TE Only: Differentiate (Extra Support), 330; Differentiate (Extra Support), 455</p>
<p>SS.912.W.5.Pa.a: Recognize a king or queen as a leader.</p>	<p>SE/TE: Nobles, Knights, and Warfare, 57-58; Philip II Becomes an Absolute Monarch, 326; From Restoration to Glorious Revolution, 347-348</p>
<p>SS.912.W.5.2: Identify major causes of the Enlightenment.</p>	
<p>SS.912.W.5.In.b: Recognize influences of the Enlightenment, such as the Renaissance, Scientific Revolution, and Reformation.</p>	<p>SE/TE: Scientific Revolution Leads to the Enlightenment, 352-353; Hobbes and Locke on the Role of Government, 353-354; The <i>Philosophes</i>, 354-356; New Economic Ideas, 356; Spread of Enlightenment Ideas, 356-357; Arts and Literature of the Enlightenment, 357-358</p> <p>TE Only: History Background, 355</p>

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<p>SS.912.W.5.Su.b: Recognize an influence of the Enlightenment, such as the Renaissance, Scientific Revolution, or Reformation.</p>	<p>SE/TE: Scientific Revolution Leads to the Enlightenment, 352-353; Hobbes and Locke on the Role of Government, 353-354; The <i>Philosophes</i>, 354-356; New Economic Ideas, 356; Spread of Enlightenment Ideas, 356-357; Arts and Literature of the Enlightenment, 357-358</p> <p>TE Only: Differentiate (Extra Support), 354; History Background, 355</p>
<p>SS.912.W.5.Pa.b: Recognize that leaders can influence people.</p>	<p>SE/TE: Nobles, Knights, and Warfare, 57-58; The English Revolution, 251-252; The Enlightened Despots, 358-359</p>
<p>SS.912.W.5.3: Summarize the major ideas of Enlightenment philosophers.</p>	
<p>SS.912.W.5.In.c: Recognize major ideas of Enlightenment philosophers, such as the importance of a government and natural rights.</p>	<p>SE/TE: Hobbes and Locke on the Role of Government, 353-354; Contrast, 354; The Philosophies, 354-356; Identify Supporting Details, 356; Assessment (5. Identify Central Ideas), 359</p> <p>TE Only: Differentiate (On-Level), 355; History Background, 355</p>
<p>SS.912.W.5.Su.c: Recognize a major idea of Enlightenment philosophers, such as the importance of a government or natural rights.</p>	<p>SE/TE: Hobbes and Locke on the Role of Government, 353-354; Contrast, 354; The Philosophies, 354-356; Identify Supporting Details, 356; Assessment (5. Identify Central Ideas), 359</p> <p>TE Only: Differentiate (Extra Support), 354; History Background, 355</p>
<p>SS.912.W.5.Pa.c: Recognize that leaders can influence people.</p>	<p>SE/TE: Nobles, Knights, and Warfare, 57-58; The English Revolution, 251-252; The Enlightened Despots, 358-359</p>

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SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.	
SS.912.W.5.In.d: Identify ways the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics and religious freedom.	SE/TE: From Restoration to Glorious Revolution, 347-348; England’s Constitutional Government Evolves, 348-349; Assessment (4. Describe), 349; Primary Source: English Bill of Rights, 350-351; Assessment (4. Cite Evidence), 351; Primary Source: <i>Two Treatises of Government</i> : John Locke, 360-361; The United States Constitution, 366-367; Analyze Context, 357; Assessment (4. Hypothesize), (5. Describe), 367 TE Only: Historical Background, 366
SS.912.W.5.Su.d: Recognize a way the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics or religious freedom.	SE/TE: From Restoration to Glorious Revolution, 347-348; England’s Constitutional Government Evolves, 348-349; Assessment (4. Describe), 349; Primary Source: English Bill of Rights, 350-351; Assessment (4. Cite Evidence), 351; Primary Source: <i>Two Treatises of Government</i> : John Locke, 360-361; The United States Constitution, 366-367; Analyze Context, 357; Assessment (5. Describe), 367 SS.912.W.5.In.d:
SS.912.W.5.Pa.d: Recognize an example of equality and freedom.	SE/TE: The <i>Philosophes</i> , 354-356; The Spread of Enlightenment, 356-357
SS.912.W.5.5: Analyze the extent to which the Enlightenment impacted the American and French Revolutions.	

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<p>SS.912.W.5.In.e: Identify ways the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics and religious freedom.</p>	<p>SE/TE: From Restoration to Glorious Revolution, 347-348; England’s Constitutional Government Evolves, 348-349; Assessment (4. Describe), 349; Primary Source: English Bill of Rights, 350-351; Assessment (4. Cite Evidence), 351; Primary Source: <i>Two Treatises of Government</i>: John Locke, 360-361; The United States Constitution, 366-367; Analyze Context, 357; Assessment (4. Hypothesize), (5. Describe), 367</p> <p>TE Only: Historical Background, 366</p> <p>*Repeated Standard see SS.912.W.5.In.d:</p>
<p>SS.912.W.5.Su.e: Recognize a way the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics or religious freedom.</p>	<p>SE/TE: From Restoration to Glorious Revolution, 347-348; England’s Constitutional Government Evolves, 348-349; Assessment (4. Describe), 349; Primary Source: English Bill of Rights, 350-351; Assessment (4. Cite Evidence), 351; Primary Source: <i>Two Treatises of Government</i>: John Locke, 360-361; The United States Constitution, 366-367; Analyze Context, 357; Assessment (5. Describe), 367</p> <p>*Repeated Standard see SS.912.W.5.Su.d:</p>
<p>SS.912.W.5.Pa.e: Recognize an example of equality and freedom.</p>	<p>SE/TE: The <i>Philosophes</i>, 354-356; The Spread of Enlightenment, 356-357</p> <p>*Repeated Standard see SS.912.W.5.Pa.d:</p>
<p>SS.912.W.5.6: Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.</p>	

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<p>SS.912.W.5.In.f: Recognize effects of the French Revolution, including the rise and rule of Napoleon.</p>	<p>SE/TE: Reforms of the National Assembly, 377-378; Primary Source: Declaration of Man and the Citizen, 379-380; Radicals Gain Strength, 381-382; Cite Evidence 382; The Monarchy Abolished, 383; Reign of Terror, 383-384; Reaction and the Directory, 384-385; The Revolution Transforms France, 385-387; Assessment (3. Describe), 387; Napoleon on the Rise, 388-389; Napoleon Reforms France, 389; The Napoleonic Wars, 390-391; Identify Cause and Effect, 391-393; Analyze Information, 393; Assessment (1. Identify), (3. Describe), 395</p> <p>TE Only: Differentiate, (On-Level), 392; Historical Background; 392</p>
<p>SS.912.W.5.Su.f: Recognize an effect of the French Revolution.</p>	<p>SE/TE: Reforms of the National Assembly, 377-378; Primary Source: Declaration of Man and the Citizen, 379-380; Radicals Gain Strength, 381-382; Cite Evidence 382; The Monarchy Abolished, 383; Reign of Terror, 383-384; Reaction and the Directory, 384-385; The Revolution Transforms France, 385-387; Assessment (3. Describe), 387; Napoleon on the Rise, 388-389; Napoleon Reforms France, 389; The Napoleonic Wars, 390-391; Identify Cause and Effect, 391-393; Analyze Information, 393; Assessment (1. Identify), (3. Describe), 395</p> <p>TE Only: Differentiate (Extra Support), 382</p>
<p>SS.912.W.5.Pa.f: Recognize an example of equality and freedom.</p>	<p>SE/TE: The <i>Philosophes</i>, 354-356; The Spread of Enlightenment, 356-357</p> <p>*Repeated Standard see SS.912.W.5.Pa.e:</p>
<p>SS.912.W.5.7: Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.</p>	

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<p>SS.912.W.5.In.g: Recognize effects of the Latin American and Caribbean independence movements.</p>	<p>SE/TE: Latin America Ripe for Revolution, 461-462; Haiti Fights for Freedom, 462-463; Revolts in Mexico and Central America, 463-464; Discontent Sparks Revolts in South America, 464-465; Compare and Contrast, 465; Assessment (1. Draw Conclusions), 465</p> <p>TE Only: Differentiate (On-Level), 462</p>
<p>SS.912.W.5.Su.g: Recognize that Latin American and Caribbean countries achieved independence.</p>	<p>SE/TE: Latin America Ripe for Revolution, 461-462; Haiti Fights for Freedom, 462-463; Revolts in Mexico and Central America, 463-464; Discontent Sparks Revolts in South America, 464-465; Compare and Contrast, 465; Assessment (1. Draw Conclusions), 465</p> <p>TE Only: Differentiate (Extra Support), 463</p>
<p>SS.912.W.5.Pa.g: Recognize that people fight for freedom.</p>	<p>SE/TE: Haiti Fights for Freedom, 462-463; Revolts in Mexico and Central America, 463-464; Discontent Sparks Revolts in South America, 464-465</p> <p>TE Only: Differentiate, (Special Needs), 463</p>
<p>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.</p>	
<p>SS.912.W.6.In.a: Recognize technological innovations that led to industrialization in Western Europe, the United States, and Japan.</p>	<p>SE/TE: New Ways of Working Change Life, 406-407; Identify Main Ideas, 407; A New Agricultural Revolution, 407-408; Check for Understanding, 408; Coal, Steam, and the Energy Revolution, 408-409; Textile Industry Initiates Industrialization, 410-411; Industrialization Spreads, 412-413; Analyze Information, 413; Assessment (2. Identify Cause and Effect), (5. Cite Evidence), 413; Science and Technology Change Industry, 423-424; Advances in Transportation and Communications, 424-425; Assessment (1. Identify Main Ideas), (2. Draw Conclusions), 429</p> <p>TE Only: Differentiate, (On-Level), 412; Differentiate, (On-Level), 424</p>

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<p>SS.912.W.6.Su.a: Recognize a technological innovation that led to industrialization in Western Europe, the United States, and Japan.</p>	<p>SE/TE: New Ways of Working Change Life, 406-407; Identify Main Ideas, 407; A New Agricultural Revolution, 407-408; Check for Understanding, 408; Coal, Steam, and the Energy Revolution, 408-409; Textile Industry Initiates Industrialization, 410-411; Industrialization Spreads, 412-413; Assessment (2. Identify Cause and Effect), 413; Science and Technology Change Industry, 423-424; Advances in Transportation and Communications, 424-425; Assessment (1. Identify Main Ideas), 429</p> <p>TE Only: Differentiate, (Extra Support), 412</p>
<p>SS.912.W.6.Pa.a: Recognize the impact of inventions.</p>	<p>SE/TE: Coal, Steam, and the Energy Revolution, 408-409; Why Did the Industrial Revolution Start in Britain, 409-410; Science and Technology Change Industry, 423-424; Advances in Transportation and Communication, 424-425</p> <p>TE Only: Differentiate (Special Needs), 409</p>
<p>SS.912.W.6.2: Summarize the social and economic effects of the Industrial Revolution.</p>	
<p>SS.912.W.6.In.b: Recognize effects of the Industrial Revolution, such as increased productivity, the rise of the middle class, and the conditions faced by workers.</p>	<p>SE/TE: Industry Causes Urban Growth, 414-415; Identify Supporting Details, 415; The Rise of New Social Classes, 415-416; Harsh Conditions in Factories and Mines, 416-417; Draw Conclusions, 417; Benefits of the Industrial Revolution, 417-418; Check Understanding, 418; Assessment (1. Summarize), (2. Describe), (3. Cite Evidence), 422</p> <p>TE Only: Differentiate (On-Level), 418; History Background, 419</p>

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<p>SS.912.W.6.Su.b: Recognize an effect of the Industrial Revolution, such as increased productivity, the rise of the middle class, or the conditions faced by workers.</p>	<p>SE/TE: Industry Causes Urban Growth, 414-415; Identify Supporting Details, 415; The Rise of New Social Classes, 415-416; Harsh Conditions in Factories and Mines, 416-417; Benefits of the Industrial Revolution, 417-418; Check Understanding, 418; Assessment (1. Summarize), (2. Describe), 422</p>
<p>SS.912.W.6.Pa.b: Recognize a social or economic benefit of work.</p>	<p>SE/TE: The Rise of New Social Classes, 415-416; Harsh Conditions in Factories and Mines, 416-417; Benefits of the Industrial Revolution, 417-418</p>
<p>SS.912.W.6.3: Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.</p>	
<p>SS.912.W.6.In.c: Recognize the major differences between capitalism and communism.</p>	<p>SE/TE: Benefits of the Industrial Revolution, 417-418; Laissez-Faire Economics, 418-419; Utilitarians Communism, 421-422; Check Understanding, 422; Assessment (5. Identify Patterns), 422</p> <p>TE Only: History Background, 421</p>
<p>SS.912.W.6.Su.c: Recognize that private individuals or government can own businesses.</p>	<p>SE/TE: Benefits of the Industrial Revolution, 417-418; Laissez-Faire Economics, 418-419; Utilitarians Communism, 421-422; Check Understanding, 422; Assessment (5. Identify Patterns), 422</p> <p>TE Only: Differentiate (Extra Support), 420; History Background, 421</p>
<p>SS.912.W.6.Pa.c: Recognize that businesses are owned by people.</p>	<p>SE/TE: The Rise of New Social Classes, 415-416, Benefits of the Industrial Revolution, 417-418</p>
<p>SS.912.W.6.4: Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.</p>	

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<p>SS.912.W.6.In.d: Recognize effects of reform movements, such as abolition of slavery in the British Empire, expansion of women’s rights, and labor laws.</p>	<p>SE/TE: The New Social Order, 432-433; The Struggle for Women’s Rights, 433-434; Identify Main Ideas, 434; Assessment (2. Draw Conclusions), 441; Economic and Social Reforms, 480-481; Victories for the Working Class, 482-; Identify Central Ideas, 482; Women Struggle for the Vote, 483; Draw Conclusions, 483; Assessment (2. Draw Conclusions), 484; Reforms in France, 489; Describe, 489; Expanding Democracy, 491-492; Draw Conclusions, 492; Economic Growth and Reform, 493-494; Assessment, (5. Synthesize), 494; Primary Source: <i>Democracy in America</i>: Alexis de Tocqueville, 495-496</p> <p>TE Only: Differentiate, (On-Level), 481</p>
<p>SS.912.W.6.Su.d: Recognize an effect of reform movements, such as abolition of slavery in the British Empire, expansion of women’s rights, or labor laws.</p>	<p>SE/TE: The New Social Order, 432-433; The Struggle for Women’s Rights, 433-434; Identify Main Ideas, 434; Economic and Social Reforms, 480-481; Victories for the Working Class, 482; Identify Central Ideas, 482; Women Struggle for the Vote, 483; 484; Reforms in France, 489; Describe, 489; Expanding Democracy, 491-492; Economic Growth and Reform, 493-494; Primary Source: <i>Democracy in America</i>: Alexis de Tocqueville, 495-496</p> <p>TE Only: Differentiate (Extra Support), 491</p>
<p>SS.912.W.6.5: Summarize the causes, key events, and effects of the unification of Italy and Germany.</p>	

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<p>SS.912.W.6.In.e: Recognize the effect of the unification of both Italy and Germany, such as the establishment of two countries with strong senses of patriotism and national pride.</p>	<p>SE/TE: Moving Toward a Unified Germany, 466-467; Describe, 466; Bismarck Becomes the Architect of German Unity, 467-469; Germany Becomes an Industrial Giant, 469-470; Describe, 470; The Iron Chancellor, 470-471; Kaiser William II, 471-472; Assessment (1. Recall), (3. Connect), (5. Identify Main Ideas), 472; First Steps to Italian Unity, 473-474; Check Understanding, 474; The Struggle for Italy, 475; Italy Faces New Challenges, 475-476; Assessment (1. Analyze Content), (2. Describe), (3. Analyze Information), 476</p> <p>TE Only: Differentiate (On-Level), 468</p>
<p>SS.912.W.6.Su.e: Recognize a beneficial effect of the unification of separate nations or states into one country, such as national pride.</p>	<p>SE/TE: Moving Toward a Unified Germany, 466-467; Describe, 466; Bismarck Becomes the Architect of German Unity, 467-469; Germany Becomes an Industrial Giant, 469-470; Describe, 470; The Iron Chancellor, 470-471; Kaiser William II, 471-472; Assessment (1. Recall), (3. Connect), (5. Identify Main Ideas), 472; First Steps to Italian Unity, 473-474; Check Understanding, 474; The Struggle for Italy, 475; Italy Faces New Challenges, 475-476; Assessment (2. Describe), 476</p> <p>TE Only: Differentiate (Extra Support), 468; Differentiate, (Extra Support), 475</p>
<p>SS.912.W.6.Pa.e: Recognize the benefit of people or countries working together to achieve a goal.</p>	<p>SE/TE: Moving Toward a Unified Germany, 466-467; First Steps to Italian Unity, 473-474</p> <p>TE Only: Differentiate (Special Needs), 475</p>
<p>SS.912.W.6.6: Analyze the causes and effects of imperialism.</p>	

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<p>SS.912.W.6.In.f: Recognize effects of imperialism, such as social and religious impact on indigenous peoples, expansion of political and economic control of other countries, and perceived superiority of Western ways.</p>	<p>SE/TE: Motivations for the New Imperialism, 516-517; Summarize, 517; Western Imperialism Spreads Rapidly, 518-519; Types of Imperial Rule, 519-520; The Effects of Imperialism, 520-521; Categorize, 521; Assessment (1. Identify Cause and Effect), (2. Cite Evidence), (4. Summarize), 521; Africa Before Imperialism, 522-524; European Nations Scramble for Colonies, 525-527; Identify Cause and Effect, 527; African Resistance, 527-528; Describe, 528; Assessment (2. Identify Cause and Effect), (3. Analyze Information), (5. Summarize), 528</p> <p>TE Only: Differentiate (On-Level), 523</p>
<p>SS.912.W.6.Su.f: Recognize an effect of imperialism, such as social and religious impact on indigenous peoples, expansion of political and economic control of other countries, or perceived superiority of Western ways.</p>	<p>SE/TE: Motivations for the New Imperialism, 516-517; Summarize, 517; Western Imperialism Spreads Rapidly, 518-519; Types of Imperial Rule, 519-520; The Effects of Imperialism, 520-521; Categorize, 521; Assessment (1. Identify Cause and Effect), (4. Summarize), 521; Africa Before Imperialism, 522-524; European Nations Scramble for Colonies, 525-527; Identify Cause and Effect, 527; African Resistance, 527-528; Describe, 528; Assessment (2. Identify Cause and Effect), (5. Summarize), 528</p> <p>TE Only: Differentiate (Extra Support), 520</p>
<p>SS.912.W.6.Pa.f: Recognize a characteristic of domination of one group over another.</p>	<p>SE/TE: Motivations for the New Imperialism, 516-517; Types of Imperial Rule, 519-520; The Effects of Imperialism, 520-521</p> <p>TE Only: Differentiate (Special Needs), 524</p>
<p>SS.912.W.6.7: Identify major events in China during the 19th and early 20th centuries related to imperialism.</p>	

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<p>SS.912.W.6.In.g: Recognize major events in China, such as the Western incursions and the nationalist revolution and formation of the Republic of China.</p>	<p>SE/TE: Economic Interest in China, 539-540; Describe, 540; The Taiping Rebellion and a Weakened China, 540-541; Explain, 541; Reform Efforts in China, 541-542; The Fall of the Qing Dynasty, 542-543; Identify Cause and Effect, 543; Assessment (1. Sequence of Events), (2. Generate Explanations), (3. Summarize), (5. Synthesize), 543</p>
<p>SS.912.W.6.Su.g: Recognize a major event in China, such as the nationalist revolution and formation of the Republic of China.</p>	<p>SE/TE: Economic Interest in China, 539-540; Describe, 540; The Taiping Rebellion and a Weakened China, 540-541; Explain, 541; Reform Efforts in China, 541-542; The Fall of the Qing Dynasty, 542-543; Identify Cause and Effect, 543; Assessment (1. Sequence of Events), (2. Generate Explanations), (3. Summarize), 543</p> <p>TE Only: Differentiate (Extra Support), 541</p>
<p>SS.912.W.6.Pa.g: Recognize a cause of change in government.</p>	<p>SE/TE: The Taiping Rebellion and a Weakened China, 540-541; The Fall of the Qing Dynasty, 542-543</p>
<p>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.</p>	
<p>SS.912.W.7.In.a: Recognize major causes of World War I, such as imperialism, nationalism, and militarism, and the formation of European alliances.</p>	<p>SE/TE: European Powers Form Alliances, 574-575; Analyze Information, 575; Major Causes of World War I, 575-577; Identify Cause and Effect, 577; The Balkans Powder Keg Explodes, 577; Integrate Information, 577; The Alliance System Leads to War, 578-579; Identify Central Issues, 579; Assessment, 579</p> <p>TE Only: Differentiate (On-Level), 575</p>

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<p>SS.912.W.7.Su.a: Recognize a cause of World War I, such as imperialism, nationalism, militarism, or the formation of European alliances.</p>	<p>SE/TE: European Powers Form Alliances, 574-575; Analyze Information, 575; Major Causes of World War I, 575-577; Identify Cause and Effect, 577; The Balkans Powder Keg Explodes, 577; 577; The Alliance System Leads to War, 578-579; Identify Central Issues, 579; Assessment, (1. Generate Explanations), (2. Identify Cause and Effect), (3. Identify Central Issues), 579</p> <p>TE Only: Differentiate (Extra Support), 576</p>
<p>SS.912.W.7.Pa.a: Recognize a reason for forming an alliance.</p>	<p>SE/TE: Europeans Powers Form Alliances, 574-575</p>
<p>SS.912.W.7.10: Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.</p>	
<p>SS.912.W.7.In.j: Recognize that President Truman's decision to drop the atomic bombs on Japan ended the war but led to the beginning of the nuclear arms race.</p>	<p>SE/TE: End of the War in the Pacific, 708-709; Document-Based Questions, 719; The Nuclear Arms Race, 730-731; Integrate Information, 731</p> <p>TE Only: History Background, Genocide Defined, 710</p>
<p>SS.912.W.7.Su.j: Recognize that the United States dropped atomic bombs on Japan and ended the war.</p>	<p>SE/TE: End of the War in the Pacific, 708-709; Document-Based Questions, 719</p>
<p>SS.912.W.7.Pa.j: Recognize a characteristic of warfare during World War II.</p>	<p>SE/TE: Progress on Three Fronts, 701-703; Battles in the Pacific, 707-708</p>
<p>SS.912.W.7.11: Describe the effects of World War II.</p>	
<p>SS.912.W.7.In.k: Recognize effects of World War II, such as death of soldiers and civilians, destruction of land and property, and creation of the United Nations.</p>	<p>SE/TE: The Aftermath of the War, 709-711; The United Nations is Formed, 711; Assessment (4. Cite Evidence), (5. Summarize) 712; Primary Sources: <i>Charter of the United Nations</i>, 713-714</p> <p>TE Only: History Background: Genocide Defined, 710</p>

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<p>SS.912.W.7.Su.k: Recognize an effect of World War II, such as death of soldiers and civilians or the creation of the United Nations.</p>	<p>SE/TE: The Aftermath of the War, 709-711; The United Nations is Formed, 711; Assessment (5. Summarize) 712; Primary Sources: <i>Charter of the United Nations</i>, 713-714</p> <p>TE Only: Differentiate (On-Level), 710; History Background: Genocide Defined, 710</p>
<p>SS.912.W.7.Pa.k: Recognize an effect of war.</p>	<p>SE/TE: 706-708; The Aftermath of the War, 709-711</p> <p>TE Only: History Background: Genocide Defined, 710</p>
<p>SS.912.W.7.2: Describe the changing nature of warfare during World War I.</p>	
<p>SS.912.W.7.In.b: Identify the changing nature of warfare during World War I, such as the use of new weapons and strategies and increased destruction of the land and human life.</p>	<p>SE/TE: A New Kind of War, 580-582; Modern Military Technology, 582-583; Infer, 583; Assessment (2. Identify Cause and Effect), 585; United States Enters the War, 589-590; Florida Topic 10 Assessment, 606-607</p>
<p>SS.912.W.7.Su.b: Recognize the changing nature of warfare during World War I, such as the use of new weapons and strategies and increased destruction of the land and human life.</p>	<p>SE/TE: A New Kind of War, 580-582; Modern Military Technology, 582-583; Assessment, (2. Identify Cause and Effect), 585; United States Enters the War, 589-590; Florida Topic 10 Assessment, 606-607</p>
<p>SS.912.W.7.Pa.b: Recognize a characteristic of warfare during World War I.</p>	<p>SE/TE: New Kind of War, 580-582; Modern Military Technology, 582-583</p> <p>TE Only: Differentiate (Special Needs), 582</p>

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<p>SS.912.W.7.3: Summarize significant effects of World War I.</p>	
<p>SS.912.W.7.In.c: Recognize the important effects of World War I, such as the breakup of empires into separate countries and the Treaty of Versailles.</p>	<p>SE/TE: Morale Breaks Down, 588-589; The Great War Ends, 590-591; Generate Explanations, 591; Making the Peace, 592-593; Effects of the Peace Settlements, 593-594; Draw Conclusions, 594; Assessment (1. Identify Cause and Effect), (3. Make Generalizations), 594; Primary Sources: <i>The Fourteen Points</i>: Woodrow Wilson, 595-596; Document-Based Question, 607; Primary Sources, Universal Declaration of Human Rights, 864-865</p> <p>TE Only: Differentiate (On-Level), 583; Differentiate (On-Level), 587</p>
<p>SS.912.W.7.Su.c: Recognize an effect of World War I, such as the breakup of empires into separate countries.</p>	<p>SE/TE: Morale Breaks Down, 588-589; The Great War Ends, 590-591; Generate Explanations, 591; Making the Peace, 592-593; Effects of the Peace Settlements, 593-594; Assessment, (1. Identify Cause and Effect), (3. Make Generalizations), 594; Primary Sources: <i>The Fourteen Points</i>: Woodrow Wilson, 595-596; Document-Based Questions, 607; Primary Sources, Universal Declaration of Human Rights, 864-865</p> <p>TE Only: Differentiate, (Extra Support), 590</p>
<p>SS.912.W.7.Pa.c: Recognize an effect of war.</p>	<p>SE/TE: The Great War Ends, 590-591; Making the Peace, 592-593; Effects of the Peace Settlements, 593-594</p>

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<p>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.</p>	
<p>SS.912.W.7.In.d: Identify effects of the German economic crisis and global depression, such as closing of businesses and banks, loss of jobs, poverty, and how governments responded.</p>	<p>SE/TE: Economics in the Postwar Era, 647-648; Identify Cause and Effect, 648; The Great Depression, 648-649; Generate Explanations, 649; Western Democracies React to the Depression, 649-650; Explain, 650; Assessment (1. Identify Central Ideas), (3. Synthesize), (5. Identify Cause and Effect), 650; The Weimar Republic, 663-664; Hitler Leads the Nazi Party, 664-665; Assessment (3. Identify Cause and Effect), 668</p> <p>TE Only: Differentiate, (On-Level), 645; Differentiate, (On-Level), 664</p>
<p>SS.912.W.7.Su.d: Recognize effects of the German economic crisis and global depression, such as closing of businesses and banks, loss of jobs, and poverty.</p>	<p>SE/TE: Economics in the Postwar Era, 647-648; Identify Cause and Effect, 648; The Great Depression, 648-649; Generate Explanations, 649; 650; Assessment (1. Identify Central Ideas), (5. Identify Cause and Effect), 650; The Weimar Republic, 663-664; Hitler Leads the Nazi Party, 664-665; Assessment (3. Identify Cause and Effect), 668</p> <p>TE Only: Differentiate (Extra Support), 665</p>
<p>SS.912.W.7.Pa.d: Recognize an effect of economic depression.</p>	<p>SE/TE: The Great Depression, 648-649</p> <p>TE Only: Differentiate (Special Needs), 648</p>

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<p>SS.912.W.7.5: Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.</p>	
<p>SS.912.W.7.In.e: Recognize why authoritarian governments came to power in the Soviet Union, Italy, Germany, and Spain.</p>	<p>SE/TE: The Rise of Mussolini, 651-652; Draw Conclusions, 652; Mussolini’s Totalitarian Rule, 652-653; Identify Central Ideas, 653; Characteristic of Fascism, 653-654; Assessment (1. Identify Cause and Effect), 654; Stalin Builds a Command Economy, 655-657; Control Through Terror, 657-658; Stalin Builds a Totalitarian State; 658-660; Identify Central Ideas, 660; The Weimar Republic, 663-664; Hitler Leads the Nazi Party, 664-665; The Spanish Civil War, 682-683; Recall 683</p>
<p>SS.912.W.7.Su.e: Recognize a reason that authoritarian governments came to power in Europe after the depression.</p>	<p>SE/TE: The Rise of Mussolini, 651-652; Draw Conclusions, 652; Mussolini’s Totalitarian Rule, 652-653; Identify Central Ideas, 653; Characteristic of Fascism, 653-654; Assessment (1. Identify Cause and Effect), 654; Stalin Builds a Command Economy, 655-657; Control Through Terror, 657-658; Stalin Builds a Totalitarian State; 658-660; Identify Central Ideas, 660; The Weimar Republic, 663-664; Hitler Leads the Nazi Party, 664-665; The Spanish Civil War, 682-683; Recall 683</p> <p>TE Only: Differentiate (Extra Support), 665</p>
<p>SS.912.W.7.Pa.e: Recognize an effect of economic depression.</p>	<p>SE/TE: The Great Depression, 648-649</p> <p>TE Only: Differentiate (Special Needs), 648</p>

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SS.912.W.7.6: Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.	
SS.912.W.7.In.f: Recognize that the Soviet Union and Nazi Germany used mass terror and restriction of individual rights in order to control their people.	SE/TE: Control Through Terror, 657-658; Stalin Builds a Totalitarian State, 658-660; Identify Central Ideas, 660; Soviet Society Under Stalin, 660-661; Assessment (3. Explain), (4. Summarize), 662; The Third Reich, 666-667; Describe, 667; Authoritarian Rule in Eastern Europe, 667-668; Identify Central Issues, 668; Assessment, (2. Support Ideas with Examples), (4. Describe), 668 TE Only: Differentiate (On-Level), 664
SS.912.W.7.Su.f: Recognize that some governments used mass terror and restriction of individual rights in order to control their people.	SE/TE: Control Through Terror, 657-658; Stalin Builds a Totalitarian State, 658-660; Identify Central Ideas, 660; Soviet Society Under Stalin, 660-661; Assessment (3. Explain), (4. Summarize), 662; The Third Reich, 666-667; Describe, 667; Authoritarian Rule in Eastern Europe, 667-668; Identify Central Issues, 668; Assessment (4. Describe), 668 TE Only: Differentiate (Extra Support), 657; Differentiate (Extra Support), 665
SS.912.W.7.Pa.f: Recognize an individual right.	SE/TE: Control Through Terror, 657-658
SS.912.W.7.7: Trace the causes and key events related to World War II.	

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<p>SS.912.W.7.In.g: Recognize the causes of World War II and the major events in the war, such as rise of totalitarian governments, conquest of countries in Europe, and Japanese invasion of China; and the bombing of Pearl Harbor, Battle of Midway, and D-Day invasion.</p>	<p>SE/TE: A Pattern of Aggression, 680-682; Recall, 682; The Spanish Civil War, 682-683; German Aggression Continues, 683-685; Check Understanding, 685; World War II Begins, 685; Assessment (2. Synthesize), (4. Describe), 685; Axis Domination in Europe, 686-689; Describe, 689; Nazis Attack the Soviet Union, 689-690; U.S. Involvement in the War, 690-691; Identify Central Issues, 691; Assessment (2. Describe), (5. Synthesize), 691; The Nazi Campaign Against the Jews, 692-694, Synthesize, 694; Jewish Resistance, 694-695; Explain, 695; The Allies Respond to the Holocaust, 695-697; Draw Conclusions, 697; Assessment (1. Synthesize), (2. Compare and Contrast), (3. Recall), (4. Infer), (5. Synthesize), 697; A Commitment to Total War, 700-701; Progress on Three Fronts, 701-703; Draw Conclusions, 703; A Second Front in Europe, 703-705; Explain, 705; Assessment (1. Draw Conclusions), (2. Summarize), (Identify Cause and Effect), (4. Identify Main Ideas), (5. Interpret), 705; Battles in the Pacific, 707-708; End of the War in the Pacific, 708-709; Interpret, 709</p> <p>TE Only: Differentiate (On-Level), 682; History Background: Resisting Nazi Rule, 694; Differentiate (On-Level), 695; History Background: Social Impact of War, 701; Differentiate (On-Level), 710</p>

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<p>SS.912.W.7.Su.g: Recognize a major cause and event of World War II, such as expansion of control of dictators and bombing of Pearl Harbor.</p>	<p>SE/TE: A Pattern of Aggression, 680-682; Recall, 682; The Spanish Civil War, 682-683; German Aggression Continues, 683-685; Check Understanding, 685; World War II Begins, 685; Assessment (4. Describe), 685; Axis Domination in Europe, 686-689; Describe, 689; Nazis Attack the Soviet Union, 689-690; U.S. Involvement in the War, 690-691; Identify Central Issues, 691; Assessment (2. Describe), 691; The Nazi Campaign Against the Jews, 692-694; Jewish Resistance, 694-695; Explain, 695; The Allies Respond to the Holocaust, 695-697; Draw Conclusions, 697; Assessment (2. Compare and Contrast), (3. Recall), 697; A Commitment to Total War, 700-701; Progress on Three Fronts, 701-703; Draw Conclusions, 703; A Second Front in Europe, 703-705; Explain, 705; Assessment (1. Draw Conclusions), (2. Summarize), (3. Identify Cause and Effect), (4. Identify Main Ideas), 705; Battles in the Pacific, 707-708; End of the War in the Pacific, 708-709; Interpret, 709</p> <p>TE Only: Differentiate (Extra Support), 689; History Background: Resisting Nazi Rule, 694; Differentiate (Extra Support), 696; Differentiate, (Extra Support), 701</p>
<p>SS.912.W.7.Pa.g: Recognize a characteristic of world wars.</p>	<p>SE/TE: A New Kind of War, 580-582; A Pattern of Aggression, 680-682; U.S. Involvement in the War, 690-691</p>

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<p align="center">Access Points for World History Course #7921027</p>	<p align="center">Savvas Florida World History ©2018</p>
<p>SS.912.W.7.8: Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.</p>	
<p>SS.912.W.7.In.h: Recognize major effects of the Holocaust, including the Nazi dehumanization of Jews and other victims.</p>	<p>SE/TE: A Nazi Campaign Against the Jews, 692-694; Synthesize, 694; Jewish Resistance, 694-695; Infer, 695; The Allies Respond to the Holocaust, 695-697; Draw Conclusions, 697; Assessment (1. Synthesize), (2. Compare and Contrast), (3. Recall), (4. Infer), (5. Synthesize), 697; Primary Source: The Diary of a Young Girl: Anne Frank, 698-699</p> <p>TE Only: History Background: Resisting Nazi Rule, 694; Differentiate (On-Level), 695</p>
<p>SS.912.W.7.Su.h: Recognize an effect of the Holocaust, including the Nazi dehumanization of Jews and other victims.</p>	<p>SE/TE: A Nazi Campaign Against the Jews, 692-694; Jewish Resistance, 694-695; The Allies Respond to the Holocaust, 695-697; Draw Conclusions, 697; Assessment (2. Compare and Contrast), (3. Recall), 697; Primary Source: The Diary of a Young Girl: Anne Frank, 698-699</p> <p>TE Only: History Background: Resisting Nazi Rule, 694; Differentiate (Extra Support), 696</p>
<p>SS.912.W.7.Pa.h: Recognize a characteristic of discrimination.</p>	<p>SE/TE: A Nazi Campaign Against the Jews, 692-694; Primary Source: The Diary of a Young Girl: Anne Frank, 698-699</p> <p>TE Only: Differentiate (Special Needs), 696</p>

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<p align="center">Access Points for World History Course #7921027</p>	<p align="center">Savvas Florida World History ©2018</p>
<p>SS.912.W.7.9: Identify the wartime strategy and post-war plans of the Allied leaders.</p>	
<p>SS.912.W.7.In.i: Recognize the wartime strategies and post-war plans that were developed by the Allied leaders, such as Churchill, Roosevelt, and Stalin.</p>	<p>SE/TE: A Commitment to Total Warfare, 700-701; Identify Central Issues, 701; Progress on Three Fronts, 701-703; Draw Conclusions, 703; A Second Front in Europe, 703-705; Explain, 705; Assessment, 705; End of the War in Europe, 706-707; Infer, 707; Battles in the Pacific, 707-708; Infer, 708; End of the War in the Pacific, 708-709; Interpret, 709; Aftermath of War, 709-711; Analyze Information, 711; The United Nations Is Formed, 711; Contrast, 711; Assessment, (1. Draw Conclusions), (2. Distinguish), (3. Infer), (4. Cite Evidence), (5. Summarize), 712</p> <p>TE Only: Differentiate (On-Level), 704</p>
<p>SS.912.W.7.Su.i: Recognize that Allied leaders worked together to plan wartime strategies and create plans after World War II.</p>	<p>SE/TE: A Commitment to Total Warfare, 700-701; Identify Central Issues, 701; Progress on Three Fronts, 701-703; Draw Conclusions, 703; A Second Front in Europe, 703-705; Explain, 705; Assessment (1. Draw Conclusions), (2. Summarize), (3. Identify Cause and Effect), (4. Identify Main Ideas), 705; End of the War in Europe, 706-707; Battles in the Pacific, 707-708; Infer, 708; End of the War in the Pacific, 708-709; Interpret, 709; Aftermath of War, 709-711; The United Nations Is Formed, 711; Contrast, 711; Assessment (1. Draw Conclusions), (2. Distinguish), (3. Infer), (5. Summarize), 712</p> <p>TE Only: Differentiate (Extra Support), 701; Differentiate (Extra Support), 707</p>
<p>SS.912.W.7.Pa.i: Recognize that leaders work together during and after war.</p>	<p>SE/TE: Aftermath of War, 709-711; The United Nations Is Formed, 711</p>

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<p>SS.912.W.8.1: Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.</p>	
<p>SS.912.W.8.In.a: Recognize that the countries of NATO aligned with the United States and countries in the Warsaw Pact aligned with the Soviet Union after World War II.</p>	<p>SE/TE: Wartime Alliances Break Apart, 726-727; Generate Explanations, 727; Soviet Aggression Grows, 727-729; Identify Main Ideas, 729; Two Opposing Sides in Europe, 729-730; Identify Cause and Effect, 730; The Nuclear Arms Race, 730-731; Integrate Information, 731; The Cold War Around the World, 731-732; Make Generalizations, 732; Assessment (1. Identify Central Ideas, (5. Compare and Contrast), 734</p> <p>TE Only: Differentiate, (On-Level), 728</p>
<p>SS.912.W.8.Su.a: Recognize that countries aligned with the United States or the Soviet Union after World War II.</p>	<p>SE/TE: Wartime Alliances Break Apart, 726-727; Generate Explanations, 727; Soviet Aggression Grows, 727-729; Identify Main Ideas, 729; Two Opposing Sides in Europe, 729-730; Identify Cause and Effect, 730; The Nuclear Arms Race, 730-731; Integrate Information, 731; The Cold War Around the World, 731-732; Make Generalizations, 732; Assessment, (1. Identify Central Ideas, (5. Compare and Contrast), 734</p> <p>TE Only: Differentiate (Extra Support), 727</p>
<p>SS.912.W.8.Pa.a: Recognize a characteristic of an alliance.</p>	<p>SE/TE: Wartime Alliances Break Apart, 726-727; Two Opposing Sides in Europe, 729-730</p>

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<p align="center">Access Points for World History Course #7921027</p>	<p align="center">Savvas Florida World History ©2018</p>
<p>SS.912.W.8.10: Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.</p>	
<p>SS.912.W.8.In.j: Recognize impacts of religious fundamentalism and other factors in the Middle East, such as the Iranian Revolution, armed warriors (Mujahideen) in Afghanistan, and the Persian Gulf War.</p>	<p>SE/TE: The Founding of Israel, 794-795; Infer, 795; New Nations in the Middle East, 796-798; Islam and the Modern World, 799-800; Assessment (2. Express Problems Clearly), (5. Cite Evidence), 800; Israel and Palestine, 801-802; The Difficult Road to Peace, 802-804; Integrate Information, 804; Conflict in Lebanon and Syria, 804-805; Recall, 805; Warfare in Iraq, 805-807; Draw Conclusions, 807; Assessment, 807; The Growing Threat of Terrorism, 867-869; Make Generalizations, 869; The U.S. Response to Terrorism, 870-871; Connect, 871; Assessment (2. Identify Cause and Effect), (3. Draw Conclusions), (5. Draw Conclusions), 871</p> <p>TE Only: Differentiate (On-Level), 794; History Background, Shiites and Sunnis, 805; Differentiate (On-Level), 802; Differentiate (On-Level), 870</p>
<p>SS.912.W.8.Su.j: Recognize an impact of religious fundamentalism or other factors in the Middle East, such as the Iranian Revolution, armed warriors (Mujahideen) in Afghanistan, or the Persian Gulf War.</p>	<p>SE/TE: The Founding of Israel, 794-795; New Nations in the Middle East, 796-798; Islam and the Modern World, 799-800; Assessment (2. Express Problems Clearly), (5. Cite Evidence), 800; Israel and Palestine, 801-802; The Difficult Road to Peace, 802-804; Integrate Information, 804; Conflict in Lebanon and Syria, 804-805; Recall, 805; Warfare in Iraq, 805-807; Draw Conclusions, 807; Assessment, 807; The Growing Threat of Terrorism, 867-869; Make Generalizations, 869; The U.S. Response to Terrorism, 870-871; Connect, 871; Assessment (2. Identify Cause and Effect), (3. Draw Conclusions), (5. Draw Conclusions), 871</p> <p>TE Only: Differentiate (Extra Support), 794; History Background, Shiites and Sunnis, 805; Differentiate (Extra Support), 805; Differentiate (Extra Support), 869</p>

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<p>SS.912.W.8.Pa.j: Recognize a cause of conflict.</p>	<p>SE/TE: Israel and Palestine, 801-802; Conflict in Lebanon and Syria, 804-805</p> <p>TE Only: Differentiate (Special Needs), 867</p>
<p>SS.912.W.8.2: Describe characteristics of the early Cold War.</p>	
<p>SS.912.W.8.In.b: Identify characteristics of the early Cold War, such as the Truman Doctrine, Marshall Plan, NATO, and the Iron Curtain.</p>	<p>SE/TE: Wartime Alliances Break Apart, 726-727; Generate Explanations, 727; Soviet Aggression Grows, 727-729; Identify Main Ideas, 729; Two Opposing Sides in Europe, 729-730; The Nuclear Arms Race, 730-731; Integrate Information, 731; The Cold War Around the World, 731-732; Make Generalizations, 732; The Soviet Union During the Cold War, 732-733; The United States in the Cold War, 733-734; Distinguish, 734; Assessment, 734; Document-Based Questions, 765</p> <p>TE Only: Differentiate (On-Level), 728; History Background: The Berlin Airlift, 728</p>
<p>SS.912.W.8.Su.b: Recognize characteristics of the early Cold War, such as fear of communism, formation of alliances, and division of the free world from the communists.</p>	<p>SE/TE: Wartime Alliances Break Apart, 726-727; Generate Explanations, 727; Soviet Aggression Grows, 727-729; Identify Main Ideas, 729; Two Opposing Sides in Europe, 729-730; The Nuclear Arms Race, 730-731; Integrate Information, 731; The Cold War Around the World, 731-732; Make Generalizations, 732; The Soviet Union During the Cold War, 732-733; The United States in the Cold War, 733-734; Distinguish, 734; Assessment, 734; Document-Based Questions, 765</p> <p>TE Only: Differentiate (Extra Support), 727</p>
<p>SS.912.W.8.Pa.b: Recognize a characteristic of an alliance.</p>	<p>SE/TE: Wartime Alliances Break Apart, 726-727; Two Opposing Sides in Europe, 729-730</p> <p>*Repeated Standard see SS.912.W.8.Pa.a:</p>

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<p>SS.912.W.8.3: Summarize key developments in post-war China.</p>	
<p>SS.912.W.8.In.c: Identify that China became a world power after the communists defeated the nationalists in the Chinese Civil War.</p>	<p>SE/TE: Trouble in the Chinese Republic, 633-634; Identify Cause and Effect, 634; Nationalists and Communists, 634-636; Identify Supporting Details, 636; China Faces Japanese Imperialism, 636-637; The Ultranationalist Reaction, 638-639; Assessment (2. Identify Cause and Effect), (5. Identify Central Ideas), 639; The Chinese Communist Victory, 743-744; Compare, 744; China and the Cold War, 745-746, Summarize), 746; Assessment (1. Contrast), (2. Infer), 747</p> <p>TE Only: History Background, Mao Zedong, 634; Differentiate (On-Level), 638</p>
<p>SS.912.W.8.Su.c: Recognize that China became a world power after the communists took over the government.</p>	<p>SE/TE: Trouble in the Chinese Republic, 633-634; Identify Cause and Effect, 634; Nationalists and Communists, 634-636; Identify Supporting Details, 636; China Faces Japanese Imperialism, 636-637; The Ultranationalist Reaction, 638-639; Assessment (2. Identify Cause and Effect), (5. Identify Central Ideas), 639; The Chinese Communist Victory, 743-744; Compare, 744; China and the Cold War, 745-746, Summarize, 746; Assessment (1. Contrast), 747</p> <p>TE Only: History Background, Mao Zedong, 634; Differentiate (Extra Support), 744</p>
<p>SS.912.W.8.Pa.c: Recognize a result of change in government.</p>	<p>SE/TE: The Chinese Communist Victory, 743-744</p>
<p>SS.912.W.8.4: Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.</p>	<p>Topic 13, Lesson 1, Lesson 3, Lesson 4; Topic 14, Lesson 2</p>

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<p>SS.912.W.8.In.d: Identify effects of the arms race, such as increased weapons and armies.</p>	<p>SE/TE: The Nuclear Arms Race, 730-731; Integrate Information, 731; The Cold War Around the World, 731-732; Make Generalizations, 732; The Soviet Union During the Cold War, 732-733; The United States in the Cold War, 733-734; Distinguish, 734; Assessment (2. Make Generalizations), (3. Infer), (5. Compare and Contrast), 734; China and the Cold War, 745-746; Summarize, 746; The Road to War in Southeast Asia, 748-749; The United States Enters the War, 749-750; Apply Concepts, 750; Assessment (2. Apply), 752</p>
<p>SS.912.W.8.Su.d: Recognize effects of the arms race, such as increased weapons and armies.</p>	<p>SE/TE: The Nuclear Arms Race, 730-731; Integrate Information, 731; The Cold War Around the World, 731-732; Make Generalizations, 732; The Soviet Union During the Cold War, 732-733; The United States in the Cold War, 733-734; Distinguish, 734; Assessment (2. Make Generalizations), (5. Compare and Contrast), 734; China and the Cold War, 745-746; Summarize, 746; The Road to War in Southeast Asia, 748-749; The United States Enters the War, 749-750; Apply Concepts, 750; Assessment (2. Apply), 752</p>
<p>SS.912.W.8.Pa.d: Recognize a characteristic of national defense.</p>	<p>SE/TE: The Nuclear Arms Race, 730-731 TE Only: Differentiate (Special Needs), 730</p>

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<p>SS.912.W.8.5: Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.</p>	
<p>SS.912.W.8.In.e: Recognize factors that led to the fall of communism in the Soviet Union and Eastern Europe, such as the arms race and resistance by the citizens within the countries.</p>	<p>SE/TE: The Soviet Union Declines, 753-754; Identify Supporting Details, 754; The Soviet Union Declines, 754-755, Summarize, 755; Eastern Europe Transformed, 755-757, Identify Cause and Effect, 757; Communism Declines Around the World, 757-758; Compare, 758; The Post-Cold War World, 758; Assessment, 758; Primary Sources: “Tear Down This Wall”: Ronald Reagan, 759-760</p> <p>TE Only: Differentiate (On-Level), 757; History Background: The Writer’s Life, 757</p>
<p>SS.912.W.8.Su.e: Recognize a factor that led to the fall of communism in the Soviet Union and Eastern Europe was the resistance by the citizens within the countries.</p>	<p>SE/TE: The Soviet Union Declines, 753-754; Identify Supporting Details, 754; The Soviet Union Declines, 754-755, Summarize, 755; Eastern Europe Transformed, 755-757, Identify Cause and Effect, 757; Communism Declines Around the World, 757-758; Compare, 758; The Post-Cold War World, 758; Assessment (1. Draw Conclusions), (2. Summarize), (3. Identify Cause and Effect), 758; Primary Sources: “Tear Down This Wall”: Ronald Reagan, 759-760</p> <p>TE Only: Differentiate (Extra Support), 757; History Background: The Writer’s Life, 757</p>
<p>SS.912.W.8.Pa.e: Recognize that government can change.</p>	<p>SE/TE: The Chinese Communist Victory, 743-744</p>

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<p>SS.912.W.8.6: Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.</p>	
<p>SS.912.W.8.In.f: Recognize a reason why Israel became a country and characteristics of conflicts between Israel and the Arab world.</p>	<p>SE/TE: Nationalism and Conflict in the Middle East, 624-626; Assessment (2. Draw Conclusions), 626; The Challenges of Diversity, 793-794; Express Problems Clearly, 794; The Founding of Israel, 794-795; Infer, 795; New Nations in the Middle East, 796-798; Categorize, 798; The Importance of Oil in the Middle East, 798-799; Infer, 799; Islam and the Modern World, 799-800; Assessment (1. Identify), (2. Express Problems Clearly), (3. Identify Cause and Effect), 800; Israel and Palestine, 801-802; Identify Central Ideas, 802; The Difficult Road to Peace, 802-804; Integrate Information, 804; Assessment (1. Identify Central Ideas), (2. Compare Points of View), 807</p> <p>TE Only: Differentiate (On-Level), 794; Differentiate (On-Level), 802</p>
<p>SS.912.W.8.Su.f: Recognize a reason why Israel became a country.</p>	<p>SE/TE: Nationalism and Conflict in the Middle East, 624-626; Assessment (2. Draw Conclusions), 626; The Challenges of Diversity, 793-794; Express Problems Clearly, 794; The Founding of Israel, 794-795; Infer, 795</p> <p>TE Only: Differentiate (Extra Support), 794</p>
<p>SS.912.W.8.Pa.f: Recognize a characteristic of national independence.</p>	<p>SE/TE: The Founding of Israel, 794-795; New Nations in the Middle East, 796-798</p>

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<p>SS.912.W.8.7: Compare post-war independence movements in African, Asian, and Caribbean countries.</p>	
<p>SS.912.W.8.In.g: Identify post-war independence movements in African, Asian, or Caribbean colonies.</p>	<p>SE/TE: A Rising Tide of African Nationalism, 621-622; Synthesize, 622; India's Struggle for Independence Begins, 627-629; Identify Cause and Effect, 629; Gandhi's Philosophy of Civil Disobedience, 629; Identify Central Ideas, 629; Gandhi Takes A Stand, 629-630; Analyze Information, 630; Assessment, 630; Primary Sources: <i>Hind Swaraj</i>: Mohandas Gandhi, 631-632; Independence and Partition in South Asia, 772-774; Identify Main Idea, 774; Pakistan and Bangladesh Separate, 775-777; Summarize, 777; Independent Nations in Southeast Asia, 777-778; Compare, 778; Struggles for Democracy in the Philippines, 779; Identify Cause and Effect, 780; Assessment (1. Identify Cause and Effect), (2. Summarize), 780</p>
<p>SS.912.W.8.Su.g: Recognize that African, Asian, and Caribbean colonies moved toward independence after World War II.</p>	<p>SE/TE: A Rising Tide of African Nationalism, 621-622; Synthesize, 622; India's Struggle for Independence Begins, 627-629; Identify Cause and Effect, 629; Gandhi's Philosophy of Civil Disobedience, 629; Identify Central Ideas, 629; Gandhi Takes A Stand, 629-630; Analyze Information, 630; Assessment (1. Identify Cause and Effect), (2. Draw Conclusions), (3. Identify Cause and Effect), (4. Analyze Information), 630; Primary Sources: <i>Hind Swaraj</i>: Mohandas Gandhi, 631-632; Independence and Partition in South Asia, 772-774; Identify Main Idea, 774; Pakistan and Bangladesh Separate, 775-777; Summarize, 777; Independent Nations in Southeast Asia, 777-778; Compare, 778; Struggles for Democracy in the Philippines, 779; Identify Cause and Effect, 780; Assessment (1. Identify Cause and Effect), (2. Summarize), 780</p> <p>TE Only: Differentiate (Extra Support), 622; Differentiate (Extra Support), 773</p>

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<p>SS.912.W.8.Pa.g: Recognize a characteristic of national independence.</p>	<p>SE/TE: The Founding of Israel, 794-795; New Nations in the Middle East, 796-798</p> <p>*Repeated Standard see SS.912.W.8.Pa.f:</p>
<p>SS.912.W.8.8: Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.</p>	
<p>SS.912.W.8.In.h: Recognize the goals of nationalist leaders, such as Mahatma Ghandi, Fidel Castro, and Gamal Abdel Nasser, in the post-war era.</p>	<p>SE/TE: A Rising Tide of African Nationalism, 621-622; Synthesize, 622; India's Struggle for Independence Begins, 627-629; Identify Cause and Effect, 629; Gandhi's Philosophy of Civil Disobedience, 629; Identify Central Ideas, 629; Gandhi Takes A Stand, 629-630; Analyze Information, 630; The Cold War Around the World, 731-732; Primary Sources: <i>Autobiography</i>: Kwame Nkrumah, 791-792; New Nations in the Middle East, 796-798; Primary Sources: "Glory And Hope": Nelson Mandela, 829-830</p>
<p>SS.912.W.8.Su.h: Recognize a goal of selected nationalist leaders, such as Mahatma Ghandi, Fidel Castro, and Gamal Abdel Nasser, in the post-war era.</p>	<p>SE/TE: India's Struggle for Independence Begins, 627-629; Identify Cause and Effect, 629; Gandhi's Philosophy of Civil Disobedience, 629; Identify Central Ideas, 629; Gandhi Takes A Stand, 629-630; Analyze Information, 630; The Cold War Around the World, 731-732; Primary Sources: <i>Autobiography</i>: Kwame Nkrumah, 791-792; New Nations in the Middle East, 796-798; Primary Sources: "Glory And Hope": Nelson Mandela, 829-830</p>
<p>SS.912.W.8.Pa.h: Recognize a characteristic of leadership.</p>	<p>SE/TE: Gandhi Takes A Stand, 629-630; Primary Sources: "Glory And Hope": Nelson Mandela, 829-830</p>
<p>SS.912.W.8.9: Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.</p>	

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<p>SS.912.W.8.In.i: Identify post-war independence movements in African, Asian, or Caribbean colonies.</p>	<p>SE/TE: The Mexican Revolution, 614-615; Sequence Events, 615; Economics and Social Reforms, 615-617; Identify Central Ideas, 617; Nationalism Spreads to Latin America, 617-619; Synthesize, 619; Assessment (1. Identify Central Ideas), (2. Identify Cause and Effect), (3. Identify Central Issues), (5. Cite Evidence), 619; Africans Protest Colonial Rule, 620-621; Identify Cause and Effect, 621; The Rising Tide of African Nationalism, 621-622; Synthesize, 622; Assessment (1. Synthesize), (3. Identify Central Ideas), 626; India’s Struggle for Independence Begins, 627-629; Identify Cause and Effect, 629; Gandhi Takes a Stand, 629-630; Analyze Information, 630; Assessment (2. Draw Conclusion), (3. Identify Cause and Effect), 630; Independence and Participation in South Asia, 772-774; Identify Main Ideas, 774; Independent Nations in Southeast Asia, 777-778; Compare, 778; Struggle for Democracy in the Philippines, 779-780; Identify Cause and Effect, 780; Assessment, 780; The New Nations of Africa, 783-784; Identify Cause and Effect, 784; A Variety of New Governments, 784-786; Infer 786; Case Studies: Five African Nations, 786-788; Identify Central Issues, 788; The Struggle for Equality in South Africa, 823-825; Summarize, 825; Dictatorships and Civil War, 838-840; Identify Cause and Effect, 840; The Long Road to Democracy in Argentina, 841-842; Assessment (4. Draw Conclusions), (5. Sequence Events), 642</p> <p>TE Only: Differentiate (On-Level), 615; History Background: Mexico’s Revolutionary Leaders, 615; Differentiate (On-Level), 787; History Background: A History of Repression, 787</p>

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<p>SS.912.W.8.Su.i: Recognize that African, Asian, and Caribbean colonies moved toward independence after World War II.</p>	<p>SE/TE: The Mexican Revolution, 614-615; Sequence Events, 615; Economics and Social Reforms, 615-617; Identify Central Ideas, 617; Nationalism Spreads to Latin America, 617-619; Synthesize, 619; Assessment (1. Identify Central Ideas), (2. Identify Cause and Effect), (3. Identify Central Issues), 619; Africans Protest Colonial Rule, 620-621; Identify Cause and Effect, 621; The Rising Tide of African Nationalism, 621-622; Assessment (3. Identify Central Ideas), 626; India's Struggle for Independence Begins, 627-629; Identify Cause and Effect, 629; Gandhi Takes a Stand, 629-630; Analyze Information, 630; Assessment (2. Draw Conclusion), (3. Identify Cause and Effect), 630; Independence and Participation in South Asia, 772-774; Identify Main Ideas, 774; Independent Nations in Southeast Asia, 777-778; Compare, 778; Struggle for Democracy in the Philippines, 779-780; Identify Cause and Effect, 780; Assessment (1. Identify Cause and Effect), (2. Summarize), (3. Draw Conclusions), (4. Compare), 780; The New Nations of Africa, 783-784; Identify Cause and Effect, 784; A Variety of New Governments, 784-786; Case Studies: Five African Nations, 786-788; Identify Central Issues, 788; The Struggle for Equality in South Africa, 823-825; Summarize, 825; Dictatorships and Civil War, 838-840; Identify Cause and Effect, 840; The Long Road to Democracy in Argentina, 841-842; Assessment (4. Draw Conclusions), (5. Sequence Events), 642</p> <p>TE Only: History Background: Mexico's Revolutionary Leaders, 615; Differentiate (Extra Support), 616; Differentiate (Extra Support), 622; Differentiate (Extra Support), 786; Differentiate (Extra Support), 824</p>

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<p>SS.912.W.9.1: Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.</p>	
<p>SS.912.W.9.In.a: Recognize selected major scientists, their important discoveries, and their impact on everyday life.</p>	<p>SE/TE: Space Exploration, 872-873; Interpret, 873; The Computer Revolution, 874; Summarize, 874; Breakthroughs in Medicine and Biotechnology, 874-876</p> <p>TE Only: Differentiate (On-Level), 874; History Background: The Internet Brings Change, 874</p>
<p>SS.912.W.9.Su.a: Recognize a selected major scientist, the important discovery, and the impact on everyday life.</p>	<p>SE/TE: Space Exploration, 872-873; Interpret, 873; The Computer Revolution, 874; Summarize, 874; Breakthroughs in Medicine and Biotechnology, 874-876</p> <p>TE Only: Differentiate (Extra Support), 873; History Background: The Internet Brings Change, 874</p>
<p>SS.912.W.9.Pa.a: Recognize an effect of scientific discovery.</p>	<p>SE/TE: Space Exploration, 872-873; Interpret, 873; The Computer Revolution, 874; Summarize, 874; Breakthroughs in Medicine and Biotechnology, 874-876</p>
<p>SS.912.W.9.2: Describe the causes and effects of post-World War II economic and demographic changes.</p>	
<p>SS.912.W.9.In.b: Recognize effects of post-World War II economic changes, such as medical and technological advances, increased consumption, and rise in expectations for standards of living.</p>	<p>SE/TE: Postwar Prosperity in the United States, 735-737; The United States Responds to New Challenges, 737-738; Cite Examples, Rebuilding Western Europe, 738-740; Compare, 740; Japan is Transformed, 740-742; Identify, 742; Assessment (1. Compare Points of View), (2. Identify Cause and Effect), (4. Infer), (5. Make Generalizations), 742</p> <p>TE Only: Differentiate, (On-Level), 740</p>

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<p>SS.912.W.9.Su.b: Recognize an effect of post-World War II economic changes, such as medical and technological advances, increased consumption, or rise in expectations for standards of living.</p>	<p>SE/TE: Postwar Prosperity in the United States, 735-737; The United States Responds to New Challenges, 737-738; Cite Examples, 738; Rebuilding Western Europe, 738-740; Compare, 740; Japan is Transformed, 740-742; Identify, 742; Assessment (1. Compare Points of View), (2. Identify Cause and Effect), (5. Make Generalizations), 742</p> <p>TE Only: Differentiate, (Extra Support), 738</p>
<p>SS.912.W.9.Pa.b: Recognize an effect of economic growth.</p>	<p>SE/TE: Postwar Prosperity in the United States, 735-737; Japan is Transformed, 740-742</p>
<p>SS.912.W.9.3: Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.</p>	
<p>SS.912.W.9.In.c: Recognize that governmental policies and economic, religious, and other cultural factors have contributed to acts of discrimination and ethnic cleansing (genocide) in some countries.</p>	<p>SE/TE: The Vietnam War Ends, 751-752; Summarize, 752; A Variety of New Governments, 784-786; Infer, 786; The Wars in Southern Africa, 788; Draw Conclusions, 788; Ethnic Conflict and Genocide, 788-790; Describe, 790; Assessment (4. Summarize) 790; War in Yugoslavia, 848-849; Identify Cause and Effect, 849; Assessment (3. Identify Cause and Effect), (5. Compare), 850</p> <p>TE Only: History Background: A History of Repression, 787</p>

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<p>SS.912.W.9.Su.c: Recognize that different factors have contributed to acts of discrimination and ethnic cleansing (genocide) in some countries.</p>	<p>SE/TE: The Vietnam War Ends, 751-752; Summarize, 752; A Variety of New Governments, 784-786; The Wars in Southern Africa, 788; Draw Conclusions, 788; Ethnic Conflict and Genocide, 788-790; Describe, 790; Assessment (4. Summarize) 790; War in Yugoslavia, 848-849; Identify Cause and Effect, 849; Assessment (3. Identify Cause and Effect), (5. Compare), 850</p> <p>TE Only: History Background: A History of Repression, 787; Differentiate (Extra Support), 848</p>
<p>SS.912.W.9.Pa.c: Recognize an effect of discrimination.</p>	<p>SE/TE: The Holocaust, 692-699; Assessment (4. Summarize), 521; Ethnic Conflict and Genocide, 788-790</p> <p>TE Only: History Background: A History of Repression, 787</p>
<p>SS.912.W.9.4: Describe the causes and effects of twentieth century nationalist conflicts.</p>	
<p>SS.912.W.9.In.d: Recognize that governmental policies and economic, religious, and other cultural factors have contributed to acts of discrimination and ethnic cleansing (genocide) in some countries.</p>	<p>SE/TE: Hitler Leads the Nazi Party, 664-665; The Nazi Campaign Against the Jews, 692-694; Synthesize, 694; The Allies Respond to the Holocaust, 695-698; Assessment (1. Synthesize) 697; Primary Sources: <i>Autobiography</i>: Kwame Nkrumah, 791-792; Ethnic Conflict and Genocide, 788-790; Assessment (4. Summarize), 790; Document-Based Questions, 811; Primary Source: "Glory And Hope": Nelson Mandela, 829-830; War in Yugoslavia, 848-849; Identify Cause and Effect, 849</p>

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<p>SS.912.W.9.Su.d: Recognize that different factors have contributed to acts of discrimination and ethnic cleansing (genocide) in some countries.</p>	<p>SE/TE: Hitler Leads the Nazi Party, 664-665; The Nazi Campaign Against the Jews, 692-694; The Allies Respond to the Holocaust, 695-698; Primary Sources: <i>Autobiography: Kwame Nkrumah</i>, 791-792; Ethnic Conflict and Genocide, 788-790; Assessment (4. Summarize), 790; Document-Based Questions, 811; Primary Source: “Glory And Hope”: Nelson Mandela, 829-830; War in Yugoslavia, 848-849; Identify Cause and Effect, 849</p> <p>TE Only: Differentiate (Extra Support), 696; Differentiate (Extra Support), 848</p>
<p>SS.912.W.9.Pa.d: Recognize an effect of discrimination.</p>	<p>SE/TE: The Holocaust, 692-699; Assessment (4. Summarize), 521; Ethnic Conflict and Genocide, 788-790</p> <p>TE Only: History Background: A History of Repression, 787</p> <p>*Repeated Standard see SS.912.W.9.Pa.c:</p>
<p>SS.912.W.9.5: Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.</p>	
<p>SS.912.W.9.In.e: Identify the impacts of the spread of diseases on groups in developing countries.</p>	<p>SE/TE: Continuing Challenges to Development, 826-828; Identify Cause and Effect, 828; Global Challenges, 856-859; Contrast, 859; Human Rights, 859-861</p> <p>TE Only: Differentiate (On-Level), 861</p>
<p>SS.912.W.9.Su.e: Recognize the impacts of the spread of diseases on groups in developing countries.</p>	<p>SE/TE: Continuing Challenges to Development, 826-828; Identify Cause and Effect, 828; Global Challenges, 856-859; Contrast, 859; Human Rights, 859-861</p> <p>TE Only: Differentiate (Extra Support), 859</p>
<p>SS.912.W.9.Pa.e: Recognize that diseases can spread.</p>	<p>SE/TE: Global Challenges, 856-859; Human Rights, 859-861</p> <p>TE Only: Differentiate (On-Level), 852</p>

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<p>SS.912.W.9.6: Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.</p>	
<p>SS.912.W.9.In.f: Recognize ways nations participate in global trade and trade agreements with other countries.</p>	<p>SE/TE: Global Interdependence, 851-852; Identify Cause and Effect, 853; Global Organizations and Trade Agreements, 853-854; Summarize, 854; Benefits and Costs of Globalization, 854-855; Support Ideas with Evidence, 855; Assessment (1. Compare and Contrast), (2. Compare), (3. Make Generalizations), (4. Apply Concepts), (5. Compare Points of View), 855</p> <p>TE Only: Differentiate (Extra Support), 852</p>
<p>SS.912.W.9.Su.f: Recognize a way a nation participates in global trade and trade agreements with other countries.</p>	<p>SE/TE: Global Interdependence, 851-852; Identify Cause and Effect, 853; Global Organizations and Trade Agreements, 853-854; Summarize, 854; Benefits and Costs of Globalization, 854-855; Support Ideas with Evidence, 855; Assessment (1. Compare and Contrast), (2. Compare), (4. Apply Concepts), (855</p> <p>TE Only: Differentiate, (Extra Support), 852</p>
<p>SS.912.W.9.Pa.f: Recognize a characteristic of global trade.</p>	<p>SE/TE: Global Interdependence, 851-852; Global Organizations and Trade Agreements, 853-854</p> <p>TE Only: Differentiate (Special Needs), 851</p>

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<p>SS.912.W.9.7: Describe the impact of and global response to international terrorism.</p>	
<p>SS.912.W.9.In.g: Recognize selected impacts and responses to threats of international terrorism.</p>	<p>SE/TE: The Threat of New Weapons, 866-867; Compare and Contrast, 867; The Growing Threat of Terrorism, 867-869; Make Generalizations, 869; The U.S. Response to Terrorism, 870-871; Connect, 871; Assessment, 871</p> <p>TE Only: History Background: Civil Liberties and War on Terrorism, 869; Differentiate (On-Level), 870</p>
<p>SS.912.W.9.Su.g: Recognize an impact and response to threats of international terrorism.</p>	<p>SE/TE: The Threat of New Weapons, 866-867; Compare and Contrast, 867; The Growing Threat of Terrorism, 867-869; Make Generalizations, 869; The U.S. Response to Terrorism, 870-871; Connect, 871; Assessment (1. Check Understanding), (2. Identify Cause and Effect), (3. Draw Conclusions), (4. Generate Explanations), (5. Draw Conclusions), 871</p> <p>TE Only: History Background: Civil Liberties and War on Terrorism, 869; Differentiate (Extra Support), 869</p>
<p>SS.912.W.9.Pa.g: Recognize a characteristic of terrorism.</p>	<p>SE/TE: The Growing Threat of Terrorism, 867-869</p> <p>TE Only: Differentiate (Special Needs), 867</p>