

Florida State Standards Alignment to OER Project: World History 1200

OER Project: World History 1200 (WH 1200) is a comprehensive, inquiry-based curriculum designed to serve as a full-course resource for Florida high school World History (SS.912.W). The course is organized around nine coherent units spanning 1200 to the present, with transparent alignment to Florida's State Academic Standards for Social Studies at the 9–12 level, and the disciplinary practices and habits of mind that define Florida's vision for rigorous social studies education. WH 1200 requires no separate textbook or ancillary program and integrates Florida's emphasis on inquiry, primary source analysis, civic engagement, and globally informed citizenship.

World History Eras and Alignment

WH Origins fully addresses all nine of Florida's SS.912.W World History standards through integrated, inquiry-based instruction aligned to Florida's benchmarks and disciplinary expectations.

Standard	Topic and Focus	WH 1200 Units
SS.912.W.1	Historical Inquiry and Analysis — timelines, primary and secondary sources, historical thinking, and historiography	Unit 1-9
SS.912.W2	Medieval Civilizations — Byzantine Empire, Western Europe, and Japan	Unit 1, Unit 2
SS.912.W3	Islamic, Mesoamerican, South American, and Sub-Saharan African Civilizations — significant events, figures, and contributions	Unit 1, Unit 3
SS.912.W4	Renaissance, Reformation, Scientific Revolution, and Age of Exploration — causes, events, and effects	Unit 2, Unit 3
SS.912.W5	Enlightenment and Revolutions — Enlightenment ideas and their impact on the American, French, and other revolutions	Unit 2, Unit 4
SS.912.W6	Nationalism, Industrialization, and Imperialism — development, processes, and consequences in Western and non-Western contexts	Unit 3, Unit 4, Unit 5, Unit 6
SS.912.W7	The Great War Period — causes, events, figures, and consequences of WWI, WWII, the Holocaust, and the interwar era	Unit 6, Unit 7
SS.912.W8	Post-WWII and Cold War — significant events and people, decolonization, and independence movements	Unit 7, Unit 8
SS.912.W9	20th Century Trends — economic, political, social, and technological developments; genocide; globalization; terrorism	Unit 8, Unit 9

Total pacing: approximately 180 days (adaptable for Florida school calendars and local pacing guides). All standards are taught to depth, not breadth, with sustained opportunities for source analysis, evidence-based argumentation, and multiple-perspective inquiry throughout.

Course Structure

Nine units, each organized around a compelling inquiry question:

- **Unit 1: Narrative and Frames**—How does changing perspectives change our understanding of history?
- **Unit 2: The Global Tapestry**—How did networks of exchange connect societies, and how were communities changed by these connections?
- **Unit 3: Transoceanic Connections**—How did transoceanic connections transform economic systems and societies in different parts of the world?
- **Unit 4: Revolutions**—How did people transform the political systems under which they lived, and were these changes felt equally around the world and within communities?
- **Unit 5: Industrialization**—How did industrialization transform societies around the world?
- **Unit 6: Industrial Empires**—How were industrial empires created and contested, and how did those processes shape our world today?
- **Unit 7: Global Conflict**—What caused the global conflicts and atrocities from 1914 to 1945, and how did people experience this period of global war?
- **Unit 8: Cold War and Decolonization**—What can we learn when we study the Cold War and decolonization together?
- **Unit 9: Globalization**—How has globalization made our lives today more interconnected while also producing new divisions and conflicts?

Key Features

Inquiry-Based Learning Aligned to Florida's Social Studies Standards

Each unit begins with a compelling question and uses three analytical frames — communities, networks, and production/distribution — to organize student thinking and support deep conceptual understanding across units. This directly supports Florida's SS.912.W.1 strand on historical inquiry skills and analytical processes, including using timelines to establish cause and effect, interpreting and evaluating primary and secondary sources, comparing conflicting historical interpretations, and understanding how history shapes identity. The practices are not taught as discrete skills in isolation but are woven into every unit as habits of mind students apply repeatedly across content.

Source-Rich and Writing-Intensive

Students analyze primary and secondary sources from diverse global perspectives, including colonized and marginalized communities, Indigenous peoples, and those historically excluded from traditional narratives. They complete source-based short constructed responses and extended evidence-based

essays, particularly in Units 6–9, directly aligned with Florida's emphasis on interpreting and evaluating primary and secondary sources (SS.912.W.1.3) and comparing conflicting interpretations through historiography (SS.912.W.1.5). WH 1200's source work is built to fulfill Florida's expectation that students engage with evidence as the foundation of historical thinking.

Ready for Use as Core Curriculum

WH 1200 includes all necessary materials: ready-to-use lessons, primary and secondary source sets, formative and summative assessments, and teacher guidance. No student accounts are required and there is no physical textbook to purchase. Teachers can download, embed, and share learning materials or direct students to the OER Project website.

PLC-Friendly Design

Shared inquiry questions, shared analytical frames, and transparent standards alignment support professional learning community (PLC) work and department-wide coherence without requiring external programs or consultant support. The alignment to Florida's SS.912.W benchmarks enables cross-grade collaboration and supports districts' curriculum review and improvement goals.

Aligned to SS.912.W: World History

The course explicitly integrates Florida's disciplinary concepts and core ideas across all four strands of Standard 6.2, with particular emphasis on:

- Historical Inquiry: Cause and effect analysis, primary and secondary source interpretation, and historiography — foundational to every unit
- Medieval through Early Modern History: Byzantine Empire, Islamic civilizations, sub-Saharan Africa, Mesoamerica and South America, the Renaissance, Reformation, Scientific Revolution, and Age of Exploration
- Nationalism, Industrialization, and Imperialism: Social and economic effects of industrialization, reform movements, and the causes and effects of imperialism in Western and non-Western contexts
- The Great War Period and Holocaust: Causes of WWI and WWII, rise of authoritarian regimes, and the Holocaust including its roots in antisemitism
- Post-WWII through Contemporary Trends: Cold War, decolonization, independence movements, genocide, globalization, and international terrorism

Assessment Alignment

WH 1200's assessment design reflects Florida's standards-based approach to rigorous social studies learning:

- Units 1–5 emphasize source analysis, comparison, and explanation tasks that build foundational historical thinking and support students' ability to interpret primary and secondary sources, compare conflicting interpretations, and develop informed historical arguments.

- Units 6–9 feature multi-source stimulus sets, short constructed responses requiring citation and reasoning, and extended argumentative and explanatory writing that align with Florida's expectation that students evaluate evidence and engage in substantive historical analysis consistent with the SS.912.W benchmarks.
- All assessments are embedded in daily instruction, not separated from it, reducing curriculum-to-assessment misalignment and ensuring authentic engagement with the disciplinary concepts Florida has identified as central to world history.

By aligning everyday classroom work with Florida's SS.912.W benchmarks, WH 1200 ensures students' daily practice develops historical thinking, civic dispositions, and global competencies required for informed citizenship in a diverse, interconnected world.

Why WH 1200 for Florida Schools

1. **Full SS.912.W standards coverage** – All nine World History strands addressed to depth; no content gaps requiring district supplementation
2. **Florida standards-first design** – Built around Florida's State Academic Standards for Social Studies at the 9–12 level; inquiry, source analysis, and historiography integrated throughout
3. **Culturally inclusive and globally informed** – Diverse global perspectives, including Islamic civilizations, sub-Saharan African empires, Mesoamerican and South American societies, and colonized communities centered throughout
4. **Teacher-friendly** – All materials included; no backfilling; shared inquiry questions and analytical frames support coherent instruction and collaborative PLC
5. **Cost-effective** – No textbook purchase, no licensing, no recurring vendor fees; sustainable and accessible for Florida districts of all sizes and funding levels

Using WH 1200

District and school leaders, supervisors of social studies, instructional coaches, and teacher teams can use this guide in several ways to support Florida standards-aligned implementation of WH 1200.

For adoptions and approvals

- Review the SS.912.W standards overview table to see how the course scope and sequence aligns with Florida's organization of world history content across all nine strands.
- Use the WH 1200 Units Aligned to SS.912.W matrix to confirm that all required benchmarks are addressed across the nine units and that total pacing fits within a typical Florida instructional year.
- Read the unit alignment tables (Standards Focus, Unit Problem, Key Lessons, What Students Do) to verify that WH 1200 meets expectations for rigor, inquiry, source work, and writing in a core World History course consistent with Florida's standards.

For curriculum and PLC planning

- Use the unit-by-unit alignment pages when building or revising pacing guides, identifying which SS.912.W benchmarks are emphasized in each unit and where key assessments and performance tasks occur.
- Reference the inquiry and disciplinary literacy coverage section to plan source analysis routines, historiography tasks, and writing expectations that match Florida's standards and support department-wide agreements.
- Draw on the described student tasks — document analysis, debates, evidence-based writing, and informed action projects — to design common formative and summative assessments that align with local benchmarks and district curriculum review cycles.

For audits and documentation

- Use the alignment tables as evidence that WH 1200 addresses the relevant SS.912.W strands and associated benchmarks, including content, inquiry, and source analysis expectations.
- Attach or reference this guide in curriculum adoption reports, program reviews, and district documentation to show that WH 1200 functions as a standards-aligned, full-course option for World History in Florida.

Adoption Readiness

World History 1200 offers complete coverage of Florida's SS.912.W World History standards, integrated with inquiry-based learning, disciplinary literacy, and the historical thinking skills Florida identifies as central to rigorous social studies education. Each unit is built around a compelling question and a coherent sequence of lessons, source sets, and writing tasks, so teachers are not left to backfill standards coverage or create their own materials from scratch. Together, this Florida-focused alignment guide, the WH 1200 Course Overview, and the online unit guides provide a documentation stack that curriculum supervisors and department teams can use for adoption decisions, curriculum audits, and professional learning aligned to Florida's requirements.

Implementation of WH 1200 does not require a separate textbook or ancillary program: every unit includes ready-to-use lessons, primary and secondary sources, formative and summative assessments, and guidance for using the course's three analytical frames as a common language across classrooms and professional learning communities. Assessment design is intentionally source-based and writing-rich, mirroring the kinds of primary source interpretation, short constructed responses, and extended argumentative or explanatory writing emphasized in Florida's SS.912.W benchmarks — particularly in units covering the Age of Exploration, industrialization, the World Wars, and the contemporary era.

Unlike traditional textbook-based approaches that organize instruction around discrete chapters and factual recall, WH 1200 organizes all nine units around compelling questions and three analytical frames, helping students develop the durable habits of historical thinking and civic reasoning Florida's standards identify as essential for post-secondary success.

Implementation Support

- Online course materials (freely available): Unit overviews, detailed lesson guides, source sets, and assessment rubrics
- Teacher guides and pacing recommendations for flexible implementation across Florida school calendars and local pacing requirements
- Professional learning resources to support department transitions and PLC alignment with Florida's SS.912.W Standards
- Comprehensive standards alignment documentation (this brief plus detailed SS.912.W alignment tables) for adoption, audit, and accreditation purposes
- No district-specific textbook adoption, no ongoing licensing fees, no vendor lock-in

Next Steps

- Review the detailed SS.912.W standards alignment guide for unit-by-unit benchmark mapping.
- Explore WH 1200 online course materials at oerproject.com.
- Schedule a demonstration session or site walkthrough with [OER Project](#).

For questions or to schedule an adoption consultation, contact team@oerproject.com.