

Wyoming Department of Education Required Virtual Education Course Syllabus

Natrona County School District # 1

Program Name	Natrona Virtual Learning	Content Area	SS
Course ID	NVA097002	Grade Level	7
Course Name	HST07 MS World History A	# of Credits	
SCED Code	97002	Curriculum Type	K12 Inc

COURSE DESCRIPTION

In this first part of a survey of world history from prehistoric to modern times, K12 online lessons and assessments complement The Human Odyssey, a textbook series developed and published by K12. This course focuses on the development of civilization across a 12,000-year span: from the Ice Age to the Middle Ages, from cave paintings to stained glass windows, from crude huts to Gothic cathedrals. The course introduces geography concepts and skills as they appear in the context of the historical narrative.

WYOMING CONTENT AND PERFORMANCE STANDARDS

BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets

SS8.1.1	Explain the rights, duties, and responsibilities of a United States citizen.
SS8.1.3	Explain the historical development of the United States Constitution and treaties and how they have shaped the United States and Wyoming Government.
SS8.1.6	Understand the basic structures of various political systems (e.g., tribal, local, national, and world).
SS8.2.2	Examine and evaluate how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, and spirituality) contributes to the development and transmission of culture.
SS8.3.1	Identify and apply basic economic concepts (e.g., supply, demand, production, exchange and consumption, labor, wages, scarcity, prices, incentives, competition, and profits).
SS8.3.2	Compare and contrast how people organize for the production, distribution, and consumption of goods and services in various economic systems (e.g., characteristics of market, command, and mixed economies).
SS8.3.3	Describe the impact of technological advancements on production, distribution, and consumption. (e.g., businesses and/or corporations in the United States and the world).
SS8.3.4	Explain or illustrate how money is used by individuals, groups, and financial institutions.
SS8.3.5	Describe how values and beliefs influence individual, family, and business decisions (microeconomics).
SS8.4.1	Describe how historical events impact the future (cause and effect) and how change spreads to other places (e.g., spread of industrial revolution or causes of the Civil War).
SS8.4.2	Describe how tools and technology in different historical periods impacted the way people lived, made decisions, and saw the world.
SS8.4.3	Analyze the way people and/or groups react to current events; suggest alternative ways such events may have played out.
SS8.4.4	Identify historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace)
SS8.4.5	Identify relevant primary and secondary sources for research. Compare and contrast treatment of the same topic in several primary and secondary sources.
SS8.5.1	Use and create models of the Earth to analyze the interactions of physical and human systems to demonstrate global interconnectedness.
SS8.5.2	Analyze and evaluate how physical changes influenced historical events and participate in collaborative problem solving and decision making in the selection of professional and personal choices.
SS8.5.3	Explain how communities' current and past demographics, migrations, and settlement patterns influence place (e.g., culture, needs, and political and economic systems) and use this analysis to predict future settlement patterns.
SS8.5.4	Analyze the changes to and consequences of human, natural, and technological impacts on the physical environment.
SS8.6.1	Use and evaluate multiple sources of information in diverse formats and media in order to address a question or solve a problem.
SS8.6.2	Distinguish among fact, opinion, and reasoned judgment in a text.
SS8.6.3	Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media).
SS8.6.4	Use accurate, sufficient, and relevant information from primary and secondary sources to support writing.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Unit 1: History: The Map of Time Lesson 1.01: History and You		Discuss reasons for studying history. Locate selected information in The Human Odyssey: Prehistory Through the Middle Ages.
Unit 1: History: The Map of Time Lesson 1.02: When?		Describe the purposes and evolution of the calendar. Use time-related terms correctly and in context.
Unit 1: History: The Map of Time Lesson 1.03: Where?		Recognize the purposes of maps, globes, and lines of longitude and latitude. Use longitude and latitude to determine absolute location. Define latitude, longitude, parallel, and equator. Analyze map projections to discern their differences.
Unit 1: History: The Map of Time Lesson 1.04: Maps, Maps, Maps		Recognize major map projections and their purposes. Recognize the limitations of maps.
Unit 1: History: The Map of Time Lesson 1.05: Thinking Geographically		Recognize examples of the geographic concepts of place and region.
Unit 1: History: The Map of Time Lesson 1.06: Your Choice		
Unit 1: History: The Map of Time Lesson 1.07: Unit Review and Assessment	SS8.5.2 SS8.6.1	Demonstrate mastery of important knowledge and skills in this unit. Use maps, globes, latitude, and longitude to determine absolute and relative locations. Identify on a map the seven continents and four oceans. Compare prehistory with history in terms of span of time.
Unit 2: From Gathering to Growing Lesson 2.01: How Long Is Long?		Describe prehistory and history in terms of written records. Identify spans of time between the emergence of hunting-gathering societies and the beginning of agriculture, the beginning of the human discovery of the use of fire.
Unit 2: From Gathering to Growing Lesson 2.02: Prehistory: Hunter Gatherers and Cave Dwellers		Identify the period of time when humans made tools from stone. Recognize that early humans were nomadic hunter-gatherers and cave dwellers. Explain the significance of cave art.
Unit 2: From Gathering to Growing Lesson 2.03: Cave Paintings: What Do We Know About Lascaux?		Analyze prehistoric art for information on the lives or beliefs of Stone Age humans. Explain how and when farming and herding developed in Mesopotamia.
Unit 2: From Gathering to Growing Lesson 2.04: From Nomad to Farmer		Explain how and when farming and herding developed in Mesopotamia. Define agricultural revolution, slash-and-burn agriculture, and domestication. Describe the climatic changes that encouraged migration to Mesopotamia.

Unit 2: From Gathering to Growing Lesson 2.05: Leaping Forward		Recognize how the channeling of floodwaters affected the development of civilization. Identify the earliest known civilization.
Unit 2: From Gathering to Growing Lesson 2.06: Unit Review and Assessment	SS.1.0 SS.2.2 SS.3.2 SS.4.2	Explain the difference between civilization and other forms of social organization, such as hunting-gathering, agricultural, and Explain how geography and climatic conditions combined to encourage humans to migrate. Describe how civilization differs from other forms of social organization
Unit 3: The Mesopotamian Moment Lesson 3.01: How Do We Know?		
Unit 3: The Mesopotamian Moment Lesson 3.02: Finding Sumer		Identify methods and work of historians and archaeologists. Name at least three clues that helped archaeologists and historians document the existence of Sumer.
Unit 3: The Mesopotamian Moment Lesson 3.03: Cities of Sumer		Name three characteristics of culture. Describe key physical and governmental features of Sumerian cities.
Unit 3: The Mesopotamian Moment Lesson 3.04: Growing Trade		Explain how Sumerians were able to irrigate their crops and grow a surplus of food. Recognize the characteristics of Sumerian trade, including the products traded, the location of trading partners, and the importance of trade in Sumerian life. Identify the invention of the wheel as a major contribution of Mesopotamian civilization. Identify the purpose of ziggurats.
Unit 3: The Mesopotamian Moment Lesson 3.05: Ideas About the Gods		Analyze artifacts to describe human creativity. Describe ziggurats.
Unit 3: The Mesopotamian Moment Lesson 3.06: A Ziggurat to the Gods		Identify the earliest known system of writing. Describe the development of the Sumerian system of writing. Describe the development of the Sumerian system of writing. List examples of the advantages of having a writing system.
Unit 3: The Mesopotamian Moment Lesson 3.07: Writing It Down		Describe the role of scribes in Sumerian society.
Unit 3: The Mesopotamian Moment Lesson 3.08: The Epic of Gilgamesh		Recognize The Epic of Gilgamesh as a classic of Sumerian literature and the source of information about Sumerian values. Identify the first major literary epic in world history.
Unit 3: The Mesopotamian Moment Lesson 3.09: Your Choice		
Unit 3: The Mesopotamian Moment Lesson 3.10: Sumer No More		Describe the concept of a millennium. Identify the major geographic and political reasons for Sumer's decline.
Unit 3: The Mesopotamian Moment Lesson 3.11: Sargon: A Mighty Ruler		Recognize examples of the interaction between humans and their environments. Recognize Sargon's achievements and failings as an empire builder. Analyze maps to assess the size and scope of Sargon's empire over the course of its development.
Unit 3: The Mesopotamian Moment Lesson 3.12: Hammurabi's Code		Recognize changes that occurred as a result of Sargon's rule. Identify Hammurabi and his most significant accomplishment. Explain the historical significance of Hammurabi's principle that "the strong shall not oppress the weak."
Unit 3: The Mesopotamian Moment Lesson 3.13: Nebuchadnezzar Builds		Explain why codification of law is important. Identify Nebuchadnezzar and his major accomplishments. Describe how the Babylonians overcame great architectural and engineering challenges to build the Hanging Gardens. Identify the Hanging Gardens as one of the Seven Wonders of the Ancient World.
Unit 3: The Mesopotamian Moment Lesson 3.14: Unit Review		
Unit 3: The Mesopotamian Moment Lesson 3.15: Unit Assessment	SS.2.2 SS.3.2	
Unit 4: Civilization Spreads Lesson 4.01: A River Rules		Explain ways the ancient Egyptians relied on the Nile and used it to create a civilization. Describe the reasons for building the pyramids, sphinxes, and mummifying bodies. Explain the origins and significance of the term pharaoh.
Unit 4: Civilization Spreads Lesson 4.02: Building Power and Pyramids		Describe the reasons for building the pyramids, sphinxes, and mummifying bodies. Describe the use of hieroglyphics and the way in which the modern world rediscovered them. Identify the system of writing of ancient Egypt.
Unit 4: Civilization Spreads Lesson 4.03: Your Choice		
Unit 4: Civilization Spreads Lesson 4.04: Something to Write About		Describe the use of hieroglyphics and the way in which the modern world rediscovered them. Identify the system of writing of ancient Egypt.
Unit 4: Civilization Spreads Lesson 4.05: Life in Ancient Egypt		Explain how archaeologists and historians have learned about the daily lives of ancient Egyptians. List examples of everyday life in ancient Egypt.
Unit 4: Civilization Spreads Lesson 4.06: How Many Kingdoms?		Recognize key events of the Old, Middle, and New Kingdoms of Egypt and the surrounding world at that time. Describe examples of Egypt's scientific and mathematical achievements.
Unit 4: Civilization Spreads Lesson 4.07: Significant Pharaohs		Analyze time lines to determine how historians categorize the history of ancient Egypt. Explain the significance of Howard Carter's discovery of Tutankhamen's tomb. Identify Ramses II.
Unit 4: Civilization Spreads Lesson 4.08: Ramses II: Conqueror and Builder		Describe the decline of the New Kingdom and the ways in which foreign conquerors adopted Egyptian culture. Identify Ramses II.
Unit 4: Civilization Spreads Lesson 4.09: Thinking About Egypt		Recognize the geographic extent of the Egyptian empire under Ramses II. Analyze Egyptian art and architecture for information on the society's culture. Compare and contrast Egypt's culture and civilization to those of Mesopotamia.
Unit 4: Civilization Spreads Lesson 4.10: By the Banks of the Indus		Identify on a map the modern countries through which the Indus River flows. Explain how the people of the Indus River Valley relied on and used the Indus to create a civilization. Identify on a map the Indus River and major physical features of the South Asian subcontinent. Identify major features and innovations of Mohenjo-daro and other Indus cities. Summarize the work of archaeologists in the Indus Valley.
Unit 4: Civilization Spreads Lesson 4.11: Remarkable Cities		Explain why archaeologists and historians have limited information about the Indus Valley civilization. Recognize examples of the ways people interact with and change the environment.
Unit 4: Civilization Spreads Lesson 4.12: Civilization Along the Yellow and Yangtze		Identify on a map the Yellow River, Yangtze River, and major physical features of East Asia. Identify on a map the modern countries through which the Yellow and Yangtze Rivers flow. Describe the importance of silk and its production to the early Chinese. List three ways China's civilization differed from other river valley civilizations.
Unit 4: Civilization Spreads Lesson 4.13: The Silk People		Explain that in ancient times the Chinese learned to produce silk from the cocoons of silkworms.
Unit 4: Civilization Spreads Lesson 4.14: Writing and Ruling		
Unit 4: Civilization Spreads Lesson 4.15: Mapping		
Unit 4: Civilization Spreads Lesson 4.16: Unit Review		
Unit 4: Civilization Spreads Lesson 4.17: Unit Assessment	SS.2.2 SS.3.2	Compare and contrast the early river-valley civilizations.
Unit 5: Writing About the Past Lesson 5.01: Think Before You Write		
Unit 5: Writing About the Past Lesson 5.02: Writing	SS.2.2 SS.3.3	Compare and contrast the river-valley civilizations in a well-constructed essay. Compare and contrast the early river civilizations.
Unit 5: Writing About the Past Lesson 5.03: Your Choice		
Unit 6: Some Lasting Ideas Lesson 6.01: A Wise Teacher		Explain the state of political unrest in China during the time that Confucius lived and taught. Identify the most influential philosopher in Chinese history.
Unit 6: Some Lasting Ideas Lesson 6.02: Relationships and Rulers		Describe the Confucian notion of an enlightened ruler. Describe the five relationships described in Confucian philosophy and explain their importance to a good society. Identify the Analects of Confucius.
Unit 6: Some Lasting Ideas Lesson 6.03: Who Made a Difference?		Explain why Confucianism is a philosophy and not a religion. Recognize that individuals have exerted great influence in history. Summarize the work and influence of Confucius
Unit 6: Some Lasting Ideas Lesson 6.04: Qin Shi Huangdi Unites China		Describe at least two steps Qin took to centralize government or standardize procedures in China. Explain why the Great Wall of China was built. Indicate on a map the extent of the Qin empire and the Great Wall.
Unit 6: Some Lasting Ideas Lesson 6.05: The Han		Describe the emerging importance of trade on the Silk Road. Describe the role of Confucian teaching in the Han dynasty. Explain the significance of the Analects of Confucius

Unit 6: Some Lasting Ideas Lesson 6.06: Ideas of the Indus		Identify the sacred writings of Hinduism. Describe the Hindu belief in reincarnation. Describe the Aryan migration and how it led to the development of Hinduism
Unit 6: Some Lasting Ideas Lesson 6.07: The Hindu View		Identify the three main gods of Hinduism. Explain how the Ramayana describes the Hindu belief in the importance of duty and honor
Unit 6: Some Lasting Ideas Lesson 6.08: The Enlightened One		
Unit 6: Some Lasting Ideas Lesson 6.09: A Search for Goodness		Describe Nirvana. Describe the split in Buddhism regarding beliefs about Buddha Describe Asoka's achievements and contributions to Buddhism.
Unit 6: Some Lasting Ideas Lesson 6.10: Diffusion		Analyze fiction for the central Buddhist attitude toward human beings and castes or classes. Name the warrior and emperor of ancient India who converted to Buddhism
Unit 6: Some Lasting Ideas Lesson 6.11: Unit Review		
Unit 6: Some Lasting Ideas Lesson 6.12: Unit Assessment	SS8.2.2 SS8.3.1	Describe the origins of Hinduism. Explain how Buddhism and Confucianism spread.
Unit 7: More Lasting Ideas Lesson 7.01: Monotheism Takes Hold		Locate on a map the areas the ancient Hebrews traveled through and settled, and identify the countries that occupy the area today. Name the religion of the ancient Hebrews
Unit 7: More Lasting Ideas Lesson 7.02: Covenants		Recognize important beliefs of Judaism. Distinguish between Jewish views of God and the Egyptians' and Sumerians' view
Unit 7: More Lasting Ideas Lesson 7.03: The Law		Describe the importance of the Ten Commandments to the Hebrews. Explain that Hebrew beliefs developed over time
Unit 7: More Lasting Ideas Lesson 7.04: Kings		Explain the importance of David and how the city of Jerusalem became the capital of the Jewish kingdom. Identify important events in the lives of the Hebrew people and nearby groups between 2000 and 900 B.C. Identify on a map the area known as Canaan, the "Promised Land," and the city of Jerusalem
Unit 7: More Lasting Ideas Lesson 7.05: Renewing Their Faith		Describe the developments in Jewish beliefs resulting from the Babylonian Captivity. Explain that Judaism has influenced human history—especially Western history—and the religions of Christianity and Islam
Unit 7: More Lasting Ideas Lesson 7.06: Another Land		Identify important gods and goddesses of ancient Greece. Explain that the Greek view of humanity differed from that of earlier polytheistic civilizations in that the Greeks believed humans could use their minds and reason to understand the world around them
Unit 7: More Lasting Ideas Lesson 7.07: Your Choice		
Unit 7: More Lasting Ideas Lesson 7.08: Gods in Ancient Greece		Identify important gods and goddesses of ancient Greece. Explain that the Greek view of humanity differed from that of earlier polytheistic civilizations in that the Greeks believed humans could use their minds and reason to understand the world around them
Unit 7: More Lasting Ideas Lesson 7.09: Your Choice		
Unit 7: More Lasting Ideas Lesson 7.10: The Gift of Reason		
Unit 7: More Lasting Ideas Lesson 7.11: Stories and Games		Describe the Iliad and the Odyssey. Identify Homer. Describe the purpose and events of the original Olympic games
Unit 7: More Lasting Ideas Lesson 7.12: Your Choice		
Unit 7: More Lasting Ideas Lesson 7.13: Arts and Histories		Describe the differences between the historical writings of Herodotus and Thucydides. Identify the Greeks as the first civilization to study history in an organized manner. Identify Herodotus as "the father of history."
Unit 7: More Lasting Ideas Lesson 7.14: The Polis		Define polis. Recognize that the Greeks did not grant citizenship to women, foreigners, and slaves. Compare the Greek view of good government with other ancient views
Unit 7: More Lasting Ideas Lesson 7.15: Telling Tales		Identify some Greek values and beliefs illustrated in a story.
Unit 7: More Lasting Ideas Lesson 7.16: Unit Review		
Unit 7: More Lasting Ideas Lesson 7.17: Unit Assessment	SS8.2.2 SS8.3.1	Identify on ancient and modern maps the major features of the Greek peninsula.
Unit 8: Write Again Lesson 8.01: Preparing to Write		Identify important scientific and mathematical contributions of the ancient Greeks.
Unit 8: Write Again Lesson 8.02: Organizing Thoughts		Research one Greek scientist or mathematician. Form a thesis statement about the contributions of a Greek scientist or mathematician. Create an outline to prepare for writing the essay.
Unit 8: Write Again Lesson 8.03: Writing	SS8.3.2 SS8.3.3 SS8.4.1 SS8.4.2 SS8.4.5 SS8.3.3 SS8.4.2 SS8.5.2 SS8.5.3	Demonstrate knowledge gained in previous lessons in a well-constructed essay with a thesis, supporting paragraphs, and a conclusion.
Unit 8: Write Again Lesson 8.04: Your Choice		
Unit 8: Write Again Lesson 8.05: Semester Review: Units 2, 3, and 4		
Unit 8: Write Again Lesson 8.06: Semester Review: Units 1, 6, and 7		
Unit 8: Write Again Lesson 8.07: Semester Assessment: Part 1		

<p>Unit 8: Write Again Lesson 8.08: Semester Assessment: Part 2</p>	<p>SS8.2.2 SS8.3.1 SS8.3.2 SS8.3.3 SS8.3.4 SS8.4.1 SS8.4.2 SS8.4.4 SS8.4.5 SS8.3.3 SS8.4.2 SS8.5.2</p>	<p>Locate on a map the Nile River and the modern countries through which it flows. Identify on a map the Peloponnese, Mediterranean Sea, Aegean Sea, Ionian Sea, and Crete. Identify on a map the modern countries through which the Indus River flows. Identify on a map the seven continents and four oceans. Identify on a map the Yellow River, Yangtze River, and major physical features of East Asia. Identify on a map the Tigris and Euphrates Rivers, the Persian Gulf, and the major physical features of Mesopotamia</p>
<p>Unit 9: Classical Greece Lesson 9.01: Classically Different Ways of Life</p>		<p>Describe important characteristics of life in sparta. Explain that Greece and Rome are referred to as "classical civilizations." Define democracy and describe why Athenian democracy was groundbreaking.</p>
<p>Unit 9: Classical Greece Lesson 9.03: An Empire Threatens</p>		<p>Locate on a map the borders of the Persian Empire at its height, its capital, and the countries that lie within its ancient borders today. Describe the main accomplishments and characteristics of the Persian Empire and its leaders.</p>
<p>Unit 9: Classical Greece Lesson 9.04: Free to Flourish</p>		<p>Summarize the main events of the First and Second Persian Wars. Identify the Oracle of Delphi. Explain the importance of the Athenians' victory in the Persian Wars</p>
<p>Unit 9: Classical Greece Lesson 9.05: Your Choice</p>		
<p>Unit 9: Classical Greece Lesson 9.06: A Golden Time</p>		<p>Analyze a primary source to assess Athenian values. Identify Pericles. Recognize key characteristics of Athenian democracy</p>
<p>Unit 9: Classical Greece Lesson 9.07: Art and Architecture</p>		<p>Analyze Athenian art and architecture for characteristics of style</p>
<p>Unit 9: Classical Greece Lesson 9.08: The Play's the Thing</p>		<p>Identify Aeschylus, Sophocles, and Euripides and their contributions to literature. Recognize the main characteristics of Greek theater. Describe the development of Greek theater</p>
<p>Unit 9: Classical Greece Lesson 9.09: The Decline of Athens</p>		<p>Identify the Delian League. Recognize the results of the Peloponnesian War.</p>
<p>Unit 9: Classical Greece Lesson 9.10: Different Perspectives</p>		<p>Explain the main reasons for Athens' defeat in the Peloponnesian War Recognize how other Greek city-states reacted to Athenian dominance.</p>
<p>Unit 9: Classical Greece Lesson 9.11: Three Great Thinkers</p>		<p>Analyze primary source to discern differing viewpoints about Athens Define philosophy, monarchy, aristocracy, democracy, and anarchy. Identify Socrates, Plato, and Aristotle and their key ideas and achievements</p>
<p>Unit 9: Classical Greece Lesson 9.12: Your Choice</p>		
<p>Unit 9: Classical Greece Lesson 9.13: Alexander the Great</p>		<p>Explain how Alexander's actions and conquests changed the world. Locate on a map the areas Alexander conquered. Identify Alexander the Great.</p>
<p>Unit 9: Classical Greece Lesson 9.14: Unit Review</p>		<p>Demonstrate mastery of important knowledge and skills in this unit</p>
<p>Unit 9: Classical Greece</p>	<p>SS8.1.3</p>	<p>Explain that Greece and Rome are referred to as "classical civilizations." Analyze the story of Horatius to mention much about Roman virtues.</p>
<p>Unit 10: Rome: Republic and Empire Lesson 10.01: A Republic is Born</p>		<p>Identify the Roman Republic and describe its important features, including the roles, powers, and authority of the Senate. Describe the important changes that took place in Rome and the impact of the Punic Wars.</p>
<p>Unit 10: Rome: Republic and Empire Lesson 10.02: Fighting for Power</p>		<p>Describe the important changes that took place in Rome and the impact of the Punic Wars. Compare Julius Caesar's circumstances and leadership to other Roman leaders.</p>
<p>Unit 10: Rome: Republic and Empire Lesson 10.03: From Republic to Empire</p>		<p>Recognize the extent of the Roman Empire at its height and the measures emperors took to unify the empire. Analyze Roman art and architecture to introduce about life in the Roman Empire.</p>
<p>Unit 10: Rome: Republic and Empire Lesson 10.04: The Roman Emperor</p>		<p>Define the term "senatorial" and its archaeological significance. Describe the Roman Empire and its archaeological significance.</p>
<p>Unit 10: Rome: Republic and Empire Lesson 10.05: The Roman Emperor</p>		<p>Describe the Roman Empire and its archaeological significance. Recognize the historical knowledge shared with our discipline.</p>
<p>Unit 10: Rome: Republic and Empire Lesson 10.06: Your Choice</p>		
<p>Unit 10: Rome: Republic and Empire Lesson 10.07: Rome and Judaism</p>		<p>Explain the tension between Roman rulers and their Jewish subjects in the first century B.C. Summarize the conflict between Jesus and Jewish leaders and the effects that resulted.</p>
<p>Unit 10: Rome: Republic and Empire Lesson 10.08: Rome and Christianity</p>		<p>Describe the conflicts between Christians and Roman rulers (including persecutions under Nero and Diocletian). Compare and contrast Christianity with other world religions.</p>
<p>Unit 10: Rome: Republic and Empire Lesson 10.09: The Roman Empire</p>		<p>Describe the main issues that led to the decline of the Roman Empire. Recognize the reasons for Diocletian's decision to divide the empire into two sections.</p>
<p>Unit 10: Rome: Republic and Empire Lesson 10.14: Empire in Crisis</p>		<p>Identify the extent of the Roman Empire at its height and name five modern day countries that now occupy the land that once was part of the Roman Empire</p>
<p>Unit 10: Rome: Republic and Empire Lesson 10.15: Barbarians at the Gate</p>		<p>Identify Constantine and his achievements. Describe the events known as the "fall of Rome." Identify reasons for Christianity's appeal to the people of the Roman Empire</p>
<p>Unit 10: Rome: Republic and Empire Lesson 10.16: Who Were They?</p>		<p>Choose one barbarian tribe, tell where they lived, and describe their way of life. Identify at least three barbarian tribes that threatened the Roman Empire in the fourth and fifth centuries A.D. Identify Attila as the leader of the Huns of central Asia</p>
<p>Unit 10: Rome: Republic and Empire Lesson 10.17: Unit Review</p>		<p>Demonstrate mastery of important knowledge and skills in this unit</p>

<p>Unit 10: Rome: Republic and Empire Lesson 10.18: Unit Assessment</p>	<p>SS8.1.1 SS8.1.3 SS8.1.6 SS8.2.2 SS8.3.1 SS8.3.2 SS8.3.3 SS8.3.4 SS8.4.1 SS8.4.2 SS8.4.4 SS8.4.5 SS8.3.3 SS8.4.2 SS8.5.2 SS8.5.3 SS8.5.4 SS8.6.3</p>	<p>Describe the transition of Rome from republic to empire. Identify the origins, beliefs, and important people in the founding and spread of Christianity.</p>
<p>Unit 10: Rome: Republic and Empire Lesson 10.19: Legacies: Part 1 Unit 10: Rome: Republic and Empire Lesson 10.20: Legacies: Part 2</p>		<p>Review knowledge gained in previous lessons and units. Recognize the contributions and legacies of classical Greece and Rome to modern Western civilization</p>
<p>Unit 11: Empires Lesson 11.01: Byzantine Beauty</p>		<p>Identify Hagia Sophia as the great architectural achievement of Justinian's reign. Identify Theodora as a powerful empress and Justinian's wife and aide. Explain the purpose and importance of Justinian's Code. Identify Justinian as the sixth-century emperor responsible for developing a code of law. Recognize that a blend of Eastern and Western elements resulted in a unique Byzantine culture. Analyze maps to assess the advantages of Byzantium's (Constantinople's) location. Identify characteristics of Byzantine art.</p>
<p>Unit 11: Empires Lesson 11.02: Justinian and Theodora</p>		<p>Identify Justinian as the sixth-century emperor responsible for developing a code of law. Identify Hagia Sophia as the great architectural achievement of Justinian's reign. Identify Theodora as a powerful empress and Justinian's wife and aide. Explain the purpose and importance of Justinian's Code. Recognize the role of trade in the Byzantine Empire.</p>
<p>Unit 11: Empires Lesson 11.03: The Origins of Islam Unit 11: Empires Lesson 11.04: Early Islamic Conquests Unit 11: Empires Lesson 11.05: Religion and Empire Unit 11: Empires Lesson 11.06: Scholars and Stoddolere Unit 11: Empires Lesson 11.07: More Mapping Unit 11: Empires Lesson 11.08: Your Choice Unit 11: Empires Lesson 11.09: Mapping Africa</p>		<p>Define Islam, Muslim, and Hijrah. Summarize the early life and teachings of Muhammad. Define caliph and jihad. Recognize characteristics and examples of Muslim art and architecture. Review geographic concepts. Locate on a map the Sahara, Karakum, and Namib deserts, the Nile, Congo, and Niger rivers, the equatorial rain forest, the Describe the role and importance of gold in Ghana's power.</p>
<p>Unit 11: Empires Lesson 11.10: Gold and Salt</p>		<p>Identify Mansa Musa as the fourteenth century Muslim ruler of Mali known for his travels. Locate on a map the city of Timbuktu and describe its role as a center of trade and education. Identify the time period in which the kingdoms of Ghana and Mali flourished. Describe the significance of the legend of Sundiata to Mali's history.</p>
<p>Unit 11: Empires Lesson 11.11: A Man Called Mansa Musa</p>		<p>Demonstrate mastery of important knowledge and skills in this unit</p>
<p>Unit 11: Empires Lesson 11.12: Your Choice</p>		<p>Demonstrate mastery of important knowledge and skills in this unit</p>
<p>Unit 11: Empires Lesson 11.13: Unit Review Unit 11: Empires Lesson 11.14: Unit Assessment</p>	<p>SS8.1.6 SS8.2.2 SS8.3.1 SS8.3.2 SS8.3.3 SS8.3.4 SS8.4.1 SS8.4.2 SS8.4.4 SS8.4.5 SS8.3.3 SS8.4.2 SS8.5.2 SS8.5.3 SS8.5.4 SS8.6.3</p>	<p>Analyze maps to identify physical characteristics of Africa. Assess the role of geography in the growth and power of cities, including Byzantium (Constantinople, Istanbul). Define caliph and jihad. Define Islam, Muslim, and Hijrah. Describe the origins, beliefs, and major figures in the founding and spread of Islam. Identify Abu Bakr as the first caliph and Muhammad's friend and father-in-law, and the conflicts during his rule that led to a split in Islam. Identify characteristics of Byzantine art. Identify important events, people, and achievements of the Byzantine Empire. Identify important events, people, and achievements of the Muslim Empire. Identify the Qur'an as the sacred text of Islam. Recognize geographic characteristics of southwest Asia. Recognize important events, people, and achievements of the African empires of Ghana and Mali. Recognize the role of trade in the Byzantine and African Empires. Summarize the Five Pillars of Islam.</p>
<p>Unit 12: In Western Europe Lesson 12.01: Where to Turn?</p>		<p>Explain major cultural and civil consequences of the collapse of Roman civilization.</p>

<p>Unit 12: In Western Europe Lesson 12.02: Monasteries Carry On</p>		<p>Describe the basic organizational structure of the Christian church by A.D. 800.</p> <p>Identify Benedict of Nursia as the fifth-century founder of the Benedictine rule that helped spread monasticism through Europe.</p> <p>Describe the role of the Christian church and the monasteries in spreading Christianity and preserving learning.</p> <p>Identify Charlemagne as king of the Franks in A.D. 800 and list examples of his achievements.</p> <p>Locate Charlemagne's empire on a map and identify the countries that are in that area today.</p>
<p>Unit 12: In Western Europe Lesson 12.03: Charlemagne</p>		<p>Identify Charlemagne as king of the Franks in A.D. 800 and list examples of his achievements.</p> <p>Locate Charlemagne's empire on a map and identify the countries that are in that area today.</p>
<p>Unit 12: In Western Europe Lesson 12.04: Your Choice</p>		
<p>Unit 12: In Western Europe Lesson 12.05: Viking Ventures</p>		<p>Recognize characteristics of Norse culture and its legacy.</p> <p>Identify the geographic and climatic features of Scandinavia that encouraged people to go to sea.</p> <p>Recognize the routes and characteristics of Viking raids and expeditions.</p>
<p>Unit 12: In Western Europe Lesson 12.06: Gods and Leaders</p>		<p>Recognize characteristics of Norse culture and its legacy.</p> <p>Identify Erik the Red and Leif Erikson and their major achievements.</p>
<p>Unit 12: In Western Europe Lesson 12.07: The Structure of Medieval Society</p>		<p>Identify the purpose and main principles of the code of chivalry.</p> <p>Explain the reasons for the development of the feudal system.</p>
<p>Unit 12: In Western Europe Lesson 12.08: Manors</p>		<p>Describe the feudal pyramid and the roles of relationships among the classes.</p> <p>Describe the main features of life on a manor.</p>
<p>Unit 12: In Western Europe Lesson 12.09: Your Choice</p>		
<p>Unit 12: In Western Europe Lesson 12.10: Christendom</p>		<p>Identify Thomas Aquinas.</p> <p>List examples of the ways in which the Christian church exercised authority, influenced daily life, and offered hope to Europeans during the Middle Ages.</p>
<p>Unit 12: In Western Europe Lesson 12.11: Building on Faith</p>		<p>Recognize the characteristics, uses, and construction challenges of Gothic cathedrals.</p> <p>Recognize the characteristics and purposes of Romanesque churches.</p>
<p>Unit 12: In Western Europe Lesson 12.12: Cultures in Conflict</p>		<p>Describe the direct and indirect results of the Crusades.</p> <p>Identify Saladin and Richard the Lion-Heart.</p> <p>Identify the attitudes, beliefs, and events that led to the Crusades.</p> <p>Define Crusades and Holy Land.</p>
<p>Unit 12: In Western Europe Lesson 12.13: Monarchs</p>		<p>Identify William the Conqueror and his achievements.</p> <p>Define monarch.</p> <p>Describe the Norman Conquest.</p> <p>Describe the most important characteristics of the growth of monarchies in Europe during the late Middle Ages.</p>
<p>Unit 12: In Western Europe Lesson 12.14: New Ideas of Justice</p>		<p>Analyze maps for information on England and France.</p> <p>Define common law and jury.</p> <p>Recognize ways in which monarchs consolidated power.</p> <p>Identify Henry II and his legacy.</p>
<p>Unit 12: In Western Europe Lesson 12.15: Limiting Power</p>		<p>Explain why the Magna Carta was written and describe its key arguments.</p> <p>Explain the Magna Carta's legacy to democratic government.</p> <p>Analyze excerpts from the Magna Carta to assess its impact on future political thought.</p>
<p>Unit 12: In Western Europe Lesson 12.16: Unit Review</p>		<p>Demonstrate mastery of important knowledge and skills in this unit</p>
<p>Unit 12: In Western Europe Lesson 12.17: Unit Assessment</p>	<p>SS8.1.6 SS8.2.2 SS8.3.1 SS8.3.2 SS8.3.3 SS8.3.4 SS8.4.1 SS8.4.2 SS8.4.4 SS8.4.5 SS8.3.3 SS8.4.2 SS8.5.2 SS8.5.3 SS8.5.4 SS8.6.3</p>	<p>Recognize important contributions and legacies of medieval England to the development of democracy.</p> <p>Describe the structure and role of feudalism.</p>
<p>Unit 13: From East Asia to Western Europe Again Lesson 13.01: A New Dynasty</p>		

<p>Unit 13: From East Asia to Western Europe Again Lesson 13.02: Changing the Earth</p>		<p>Explain why people build canals and describe the challenges in building them.</p> <p>Review the geographic concept of human-environment interaction.</p> <p>List examples of major canals around the world.</p> <p>Recognize internal and external reasons for the fall of the Song dynasty.</p> <p>Identify the reign of the Tang dynasty as a golden age for China.</p> <p>Trace on a time line critical events of the Tang and Song dynasties.</p> <p>Identify the Tang era as the high point of trade on the Silk Road.</p>
<p>Unit 13: From East Asia to Western Europe Again Lesson 13.03: A Golden Age</p>		<p>Identify the Tang era as the high point of trade on the Silk Road.</p> <p>Identify the reign of the Tang dynasty as a golden age for China.</p> <p>Trace on a time line critical events of the Tang and Song dynasties.</p> <p>Recognize internal and external reasons for the fall of the Song dynasty.</p>
<p>Unit 13: From East Asia to Western Europe Again Lesson 13.04: Remarkable Achievements</p>		<p>Analyze art and technologies of China for information on the culture and values.</p> <p>List examples of cultural and political innovations and inventions in China under the Tang and Song dynasties.</p> <p>Recognize geographic features of Mongolia and surrounding regions.</p> <p>Identify the Mongols.</p> <p>Describe the Mongols' nomadic way of life and the reasons for it.</p>
<p>Unit 13: From East Asia to Western Europe Again Lesson 13.05: Your Choice</p>		
<p>Unit 13: From East Asia to Western Europe Again Lesson 13.06: The Mongols</p>		<p>Describe the Mongols' nomadic way of life and the reasons for it.</p> <p>Recognize geographic features of Mongolia and surrounding regions.</p> <p>Identify Kublai Khan and the characteristics of his rule.</p> <p>Identify Genghis Khan and the methods he used to gain power.</p> <p>Recognize the extent of the Mongol empire and the countries that lie within its ancient borders today.</p> <p>Identify the Mongols.</p>
<p>Unit 13: From East Asia to Western Europe Again Lesson 13.07: Conquering Khans</p>		<p>Recognize the extent of the Mongol empire and the countries that lie within its ancient borders today.</p> <p>Identify Genghis Khan and the methods he used to gain power.</p> <p>Identify Kublai Khan and the characteristics of his rule.</p>
<p>Unit 13: From East Asia to Western Europe Again Lesson 13.08: A World Traveler</p>		<p>Analyze excerpts of Marco Polo's writings to gain information on travel in the thirteenth century.</p> <p>Identify Marco Polo.</p>
<p>Unit 13: From East Asia to Western Europe Again Lesson 13.09: How Many Years of War?</p>		<p>Summarize the story of Joan of Arc.</p> <p>Recognize the results of the Hundred Years' War.</p> <p>Describe the causes of the Hundred Years' War.</p> <p>Explain how advances in technology affected the conduct of the war.</p>
<p>Unit 13: From East Asia to Western Europe Again Lesson 13.10: Plague!</p>		<p>Explain how the Black Death started and describe its effects on Europe.</p> <p>Recognize the consequences of the plague on Europe's social structure.</p> <p>Explain how Europe changed and how it stayed the same after the plague.</p>
<p>Unit 13: From East Asia to Western Europe Again Lesson 13.11: Unit Review</p>		<p>Demonstrate mastery of important knowledge and skills in this unit and the previous unit.</p>
<p>Unit 13: From East Asia to Western Europe Again Lesson 13.12: Unit Assessment</p>	<p>SS8.1.6 SS8.2.2 SS8.3.1 SS8.3.2 SS8.3.3 SS8.3.4 SS8.4.1 SS8.4.2 SS8.4.4 SS8.4.5 SS8.3.3 SS8.4.2 SS8.5.2 SS8.5.3 SS8.5.4 SS8.6.3</p>	<p>Demonstrate mastery of important knowledge and skills in this unit and the previous unit.</p> <p>Identify important events, characteristics, and individuals of the Mongol Empire.</p> <p>Recognize important events and achievements of the Sui, Tang, and Song dynasties.</p> <p>Identify geographic features of the Asian steppe.</p>

<p>Unit 14: Seeking the Silk Road Lesson 14.01: Summing Up</p>		<p>Review knowledge gained in previous units/lessons.</p> <p>Recognize the role of trade in the Byzantine Empire.</p> <p>Recognize the role of trade in the Byzantine and African Empires.</p> <p>Identify the origins, beliefs, and important people in the founding and spread of Christianity.</p> <p>Recognize important events, people, and achievements of the African empires of Ghana and Mali.</p> <p>Describe important people, characteristics, and contributions of the early Chinese civilization.</p> <p>Summarize the work and influence of Confucius.</p> <p>On a map trace the growth of the Muslim Empire.</p> <p>Identify important events, people, and achievements of the Muslim Empire.</p> <p>Summarize the most important achievements of the Roman Republic.</p> <p>Identify important events, people, and achievements of the Byzantine Empire.</p>
<p>Unit 14: Seeking the Silk Road Lesson 14.02: The Big Picture</p>		<p>Identify important events, people, and achievements of the Byzantine Empire.</p> <p>Recognize important events, people, and achievements of the African empires of Ghana and Mali.</p> <p>Summarize the most important achievements of the Roman Republic.</p> <p>Identify important events, people, and achievements of the Muslim Empire.</p> <p>Recognize major factors that led to the development of the four river-valley civilizations of Mesopotamia, Egypt, the Indus Valley, and China.</p> <p>Demonstrate knowledge gained in previous lessons about the Middle Ages.</p>
<p>Unit 14: Seeking the Silk Road Lesson 14.03: Trade, Trade, Trade</p>		
<p>Unit 14: Seeking the Silk Road Lesson 14.04: Finding Information</p>		<p>Conduct research in preparation for writing a research report.</p> <p>Review knowledge gained in previous lessons.</p>
<p>Unit 14: Seeking the Silk Road Lesson 14.05: Finding More Information</p>		<p>Review knowledge gained in previous lessons.</p> <p>Conduct research in preparation for writing a research report and for creating a visual.</p>
<p>Unit 14: Seeking the Silk Road Lesson 14.06: Showing What You've Learned</p>		<p>Conduct research in preparation for writing a research report.</p> <p>Review knowledge gained in previous lessons.</p> <p>Conduct research in preparation for writing a research report and for creating a visual.</p>
<p>Unit 14: Seeking the Silk Road Lesson 14.07: Writing About What You've Learned</p>		<p>Write the first draft of a research report.</p> <p>Conduct research in preparation for writing.</p>
<p>Unit 14: Seeking the Silk Road Lesson 14.08: Writing Well</p>	<p>SS8.2.2 SS8.3.2 SS8.3.3 SS8.4.1 SS8.4.2 SS8.4.5 SS8.3.3 SS8.4.2 SS8.5.2 SS8.5.3 SS8.5.4 SS8.6.1 SS8.6.2 SS8.6.3 SS8.6.4</p>	<p>Write the final draft of a research report.</p>
<p>Unit 14: Seeking the Silk Road Lesson 14.09: Your Choice</p>		
<p>Unit 15: Finishing Lesson 15.01: Conclusions</p>		<p>Demonstrate mastery of knowledge gained in previous lessons.</p> <p>Analyze excerpts from the Magna Carta to assess its impact on future political thought.</p> <p>Identify Genghis Khan and the methods he used to gain power.</p> <p>Identify Pericles.</p> <p>Identify Alexander the Great.</p> <p>Summarize the story of Joan of Arc.</p> <p>Summarize the work and influence of Confucius.</p> <p>Identify important accomplishments, beliefs, people, and events of the Hebrew people.</p> <p>Explain the purpose and importance of Justinian's Code.</p> <p>Compare Julius Caesar and Cincinnatus and their relationship to societal changes.</p> <p>Compare and contrast Christianity with other world religions.</p> <p>Explain the origins and significance of the term pharaoh.</p> <p>Analyze artifacts to describe human creativity.</p> <p>Identify Socrates, Plato, and Aristotle and their key ideas and achievements.</p>
<p>Unit 15: Finishing Lesson 15.02: End-of-Course Review: Units 9 and 10</p>		<p>Demonstrate mastery of important knowledge and skills taught in the Classical Greece unit.</p> <p>Demonstrate mastery of important knowledge and skills taught in the Rome: Republic and Empire unit.</p>

<p>Unit 15: Finishing Lesson 15.03: End-of-Course Review: Units 11, 12, and 13</p>		<p>Demonstrate mastery of important knowledge and skills taught in the Empires unit. Demonstrate mastery of important knowledge and skills taught in the In Western Europe unit. Demonstrate mastery of important knowledge and skills taught in the From East Asia to Western Europe Again unit.</p>
<p>Unit 15: Finishing Lesson 15.04: End-of-Course Final Review</p>		<p>Demonstrate mastery of important knowledge and skills taught in the Classical Greece unit. Demonstrate mastery of important knowledge and skills taught in the Rome: Republic and Empire unit. Demonstrate mastery of important knowledge and skills taught in the In Western Europe unit. Demonstrate mastery of important knowledge and skills taught in the Empires unit.</p>
<p>Unit 15: Finishing Lesson 15.05: End-of-Course Assessment: Part 1</p>		<p>Analyze maps to assess the advantages of Byzantium's (Constantinople's) location. Compare and contrast characteristics of Sparta and Athens. Define common law and jury. Define paterfamilias, rex, patrician, and republic. Define Pax Romana and forum. Define philosophy, monarchy, aristocracy, democracy, and anarchy. Define rain forest, Sahel, desert, and savanna. Describe characteristics of Greek art, architecture, and literature. Describe important changes that took place in Rome after the end of the Punic Wars. Describe important characteristics of life in Sparta. Describe key causes, results, events, and individuals of the Crusades. Describe the direct and indirect results of the Crusades. Describe the main accomplishments and characteristics of the Persian Empire and its leaders. Describe the main issues that led to the decline of the Roman Empire. Describe the Norman Conquest. Describe the origins, beliefs, and major figures in the founding and spread of Islam. Describe the role and importance of trade in Ghana's power. Describe the role of the Christian church and the monasteries in spreading Christianity and preserving learning. Explain how the Black Death started and describe its effects on Europe. Explain the importance of the Athenians' victory in the Persian Wars. Explain the Magna Carta's legacy to democratic government. Explain the purpose and importance of Justinian's Code. Explain the reasons for the development of the feudal system. Identify Abu Bakr as the first caliph and Muhammad's friend and father-in-law, and the conflicts during his rule that led to a split in Islam. Identify Aeschylus, Sophocles, and Euripides and their contributions to literature. Identify Alexander the Great. Identify characteristics of Byzantine art. Identify Charlemagne as king of the Franks in A.D. 800 and list examples of his achievements. Identify Constantine and his achievements.</p>
<p>Unit 15: Finishing Lesson 15.06: End-of-Course Assessment: Part 2</p>	<p>SS8.1.6 SS8.2.2 SS8.3.1 SS8.3.2 SS8.3.3 SS8.3.4 SS8.4.1 SS8.4.2 SS8.4.4 SS8.4.5 SS8.3.3 SS8.4.2 SS8.5.2 SS8.5.3 SS8.5.4 SS8.6.3</p>	<p>Assess ways in which governments attempt to unite nations. List examples of the ways in which the Christian church exercised authority, influenced daily life, and offered hope to Europeans during the Middle Ages. List examples of the contributions of classical Greece and Rome to modern Western civilization. List examples of ways in which governments unite nations. Describe the transition of Rome from republic to empire.</p>
<p>Unit 15: Finishing Lesson 15.07: Your Choice</p>		

