

**Wyoming Department of Education Required Virtual Education Course Syllabus**

**Natrona County School District # 1**

Program Name	Natrona Virtual Learning	Content Area	SS
Course ID	NVA098002	Grade Level	8
Course Name	HST08 MS World History B	# of Credits	
SCED Code	98002	Curriculum Type	K12 Inc

**COURSE DESCRIPTION**

*Continuing a survey of world history from prehistoric to modern times, K12 online lessons and assessments complement the second volume of The Human Odyssey, a textbook series developed and published by K12. This course focuses on the story of the past, from the fifteenth century to 1914 and the beginning of World War I. The course is organized chronologically and, within broad eras, regionally. Lessons explore developments in religion, philosophy, the arts, and science and technology. 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	Identify differences between primary and secondary sources. Find primary and secondary sources about an historical event. Summarize central ideas in primary and secondary resources.
SS8.1.3	Explain how to participate in the political process.
SS8.1.6	Describe the structures of the United States and Wyoming Constitutions (e.g., Articles, Bill of Rights, amendments).
SS8.2.1	Understand the basic structures of various political systems (e.g., tribal, local, national, and world).
SS8.2.2	are and contrast the ways various groups (e.g., cliques, clubs, ethnic communities, and American Indian tribes) meet human needs and concerns (e.g., self-esteem, friendship, and heritage) and contribute to identity, situations, and e
SS8.2.3	Examine and evaluate how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, and spirituality) contributes to the development and transmission of culture.
SS8.2.4	Compare and contrast the unique cultural characteristics of various groups within Wyoming and the nation.
SS8.3.1	Explain the cultural contributions of and tensions between groups in Wyoming, the United States, and the World (e.g., racial, ethnic, social and institutional).
SS8.3.2	Identify and apply basic economic concepts (e.g., supply, demand, production, exchange and consumption, labor, wages, scarcity, prices, incentives, competition, and profits).
SS8.3.3	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).
SS8.3.4	Describe the impact of technological advancements on production, distribution, and consumption. (e.g., businesses and/or corporations in the United States and the world).
SS8.3.5	Explain or illustrate how money is used by individuals, groups, and financial institutions.
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 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).
SS8.4.3	Describe how tools and technology in different historical periods impacted the way people lived, made decisions, and saw the world.
SS8.4.4	Analyze the way people and/or groups react to current events; suggest alternative ways such events may have played out.
SS8.4.5	Identify historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace).
SS8.5.1	Identify relevant primary and secondary sources for research. Compare and contrast treatment of the same topic in several primary and secondary sources.
SS8.5.2	Use and create models of the Earth to analyze the interactions of physical and human systems to demonstrate global interconnectedness.
SS8.5.3	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.
SS8.5.4	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.
SS8.6.1	Analyze the changes to and consequences of human, natural, and technological impacts on the physical environment.
SS8.6.2	Use and evaluate multiple sources of information in diverse formats and media in order to address a question or solve a problem.
SS8.6.3	Distinguish among fact, opinion, and reasoned judgment in a text.
SS8.6.4	Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media). <a href="https://www.iste.org/standards/nets-for-students">https://www.iste.org/standards/nets-for-students</a>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Unit 1: Beginning Lesson 1.01: Getting Started	SS8.2.2 SS8.3.1	Review the late Middle Ages in Europe and Asia.  Review basic geography skills. Review the late Middle Ages in Europe and Asia.
Unit 1: Beginning Lesson 1.01: Getting Started (cont.)		Review basic geography skills.
Unit 2: A Renaissance Begins in Europe Lesson 2.01: Europe Reborn: Discovering Greece and Rome		
Unit 2: A Renaissance Begins in Europe Lesson 2.01: Europe Reborn: Discovering Greece and Rome (cont.)		
Unit 2: A Renaissance Begins in Europe Lesson 2.01: Europe Reborn: Discovering Greece and Rome (cont.)		
Unit 2: A Renaissance Begins in Europe Lesson 2.01: Europe Reborn: Discovering Greece and Rome (cont.)		Identify Giotto as a fourteenth-century Italian painter who introduced lifelike figures to painting.
Unit 2: A Renaissance Begins in Europe Lesson 2.02: Cities Spur Change		Define the Renaissance as a period of artistic and literary achievement in Europe from the late fourteenth to the early
Unit 2: A Renaissance Begins in Europe Lesson 2.02: Cities Spur Change (cont.)		Identify Giotto as a fourteenth-century Italian painter who introduced lifelike figures to painting. Define the Renaissance as a period of artistic and literary achievement in Europe from the late fourteenth to the early

Unit 2: A Renaissance Begins in Europe Lesson 2.02: Cities Spur Change (cont.)		Identify Giotto as a fourteenth-century Italian painter who introduced lifelike figures to painting.
Unit 2: A Renaissance Begins in Europe Lesson 2.03: Genius in Florence		Define the Renaissance as a period of artistic and literary achievement in Europe from the late fourteenth to the early sixteenth century.
Unit 2: A Renaissance Begins in Europe Lesson 2.03: Genius in Florence (cont.)		Explain the social significance of the printing press.
Unit 2: A Renaissance Begins in Europe Lesson 2.03: Genius in Florence (cont.)		Explain the social significance of the printing press.
Unit 2: A Renaissance Begins in Europe Lesson 2.04: Rome Revived		Explain the social significance of the printing press.
Unit 2: A Renaissance Begins in Europe Lesson 2.04: Rome Revived (cont.)		Demonstrate mastery of important knowledge and skills taught in this unit.
Unit 2: A Renaissance Begins in Europe Lesson 2.04: Rome Revived (cont.)		Demonstrate mastery of important knowledge and skills taught in this unit.
Unit 2: A Renaissance Begins in Europe Lesson 2.05: Your Choice		Demonstrate mastery of important knowledge and skills taught in this unit.
Unit 2: A Renaissance Begins in Europe Lesson 2.06: Unit Review		
Unit 2: A Renaissance Begins in Europe Lesson 2.07: Unit Assessment	SS8.2.2 SS8.3.1	Explain the social significance of the printing press.
Unit 3: The Spread of New Ideas Lesson 3.01: Politics of the Renaissance		
Unit 3: The Spread of New Ideas Lesson 3.01: Politics of the Renaissance (cont.)		
Unit 3: The Spread of New Ideas Lesson 3.01: Politics of the Renaissance (cont.)		Explain why Leonardo da Vinci is considered a Renaissance man and give examples of his interests and accomplishments.
Unit 3: The Spread of New Ideas Lesson 3.02: The Renaissance Beyond Italy		Identify means by which European monarchs solidified their power.
Unit 3: The Spread of New Ideas Lesson 3.02: The Renaissance Beyond Italy (cont.)		Identify major artists of the Northern Renaissance (including Van Eyck, Dürer, and Holbein) and their accomplishments.
Unit 3: The Spread of New Ideas Lesson 3.02: The Renaissance Beyond Italy (cont.)		Identify means by which European monarchs solidified their power.
Unit 3: The Spread of New Ideas Lesson 3.02: The Renaissance Beyond Italy (cont.)		Identify major artists of the Northern Renaissance (including Van Eyck, Dürer, and Holbein) and their accomplishments.
Unit 3: The Spread of New Ideas Lesson 3.03: The Reformation Splits Christendom		Identify means by which European monarchs solidified their power.
Unit 3: The Spread of New Ideas Lesson 3.03: The Reformation Splits Christendom (cont.)		Define the Reformation.
Unit 3: The Spread of New Ideas Lesson 3.04: Your Choice		Describe the belief in purgatory and indulgences and how indulgences came to be given in exchange for money.
Unit 3: The Spread of New Ideas Lesson 3.05: The Counter-Reformation and Beyond		Define the Reformation.
Unit 3: The Spread of New Ideas Lesson 3.05: The Counter-Reformation and Beyond (cont.)		Describe the belief in purgatory and indulgences and how indulgences came to be given in exchange for money.
Unit 3: The Spread of New Ideas Lesson 3.05: The Counter-Reformation and Beyond (cont.)		Define the Reformation.
Unit 3: The Spread of New Ideas Lesson 3.05: The Counter-Reformation and Beyond (cont.)		Describe the Counter-Reformation.
Unit 3: The Spread of New Ideas Lesson 3.05: The Counter-Reformation and Beyond (cont.)		Identify the Reformation.
Unit 3: The Spread of New Ideas Lesson 3.05: The Counter-Reformation and Beyond (cont.)		Describe the Counter-Reformation.
Unit 3: The Spread of New Ideas Lesson 3.05: The Counter-Reformation and Beyond (cont.)		Identify the Reformation.
Unit 3: The Spread of New Ideas Lesson 3.05: The Counter-Reformation and Beyond (cont.)		Describe the Counter-Reformation.
Unit 3: The Spread of New Ideas Lesson 3.05: The Counter-Reformation and Beyond (cont.)		Identify the Reformation.
Unit 3: The Spread of New Ideas Lesson 3.06: Your Choice		Describe the Counter-Reformation.
Unit 3: The Spread of New Ideas Lesson 3.07: Unit Review		
Unit 3: The Spread of New Ideas Lesson 3.08: Unit Assessment	SS8.2.2 SS8.3.1	Locate on a map the major nations of Europe in the 1500s.
Unit 4: New Powers in Asia Lesson 4.01: Three Islamic Empires		Summarize the main ideas of The Prince.
Unit 4: New Powers in Asia Lesson 4.01: Three Islamic Empires (cont.)		Identify Akbar as the ruler of the Mughal Empire who practiced religious and cultural tolerance in India.
Unit 4: New Powers in Asia Lesson 4.01: Three Islamic Empires (cont.)		Recognize that the Islamic world experienced hardships at the hands of Mongol conquerors during the time of the European Renaissance.
Unit 4: New Powers in Asia Lesson 4.01: Three Islamic Empires (cont.)		Identify Akbar as the ruler of the Mughal Empire who practiced religious and cultural tolerance in India.
Unit 4: New Powers in Asia Lesson 4.01: Three Islamic Empires (cont.)		Recognize that the Islamic world experienced hardships at the hands of Mongol conquerors during the time of the European Renaissance.
Unit 4: New Powers in Asia Lesson 4.02: Ming China and Feudal Japan		Describe the Japanese feudal system and the role of the samurai and the code of bushido. Identify the Tokugawa shoguns.
Unit 4: New Powers in Asia Lesson 4.02: Ming China and Feudal Japan (cont.)		Describe the Japanese feudal system and the role of the samurai and the code of bushido. Identify the Tokugawa shoguns.
Unit 4: New Powers in Asia Lesson 4.02: Ming China and Feudal Japan (cont.)		Describe the Japanese feudal system and the role of the samurai and the code of bushido. Identify the Tokugawa shoguns.
Unit 4: New Powers in Asia Lesson 4.02: Ming China and Feudal Japan (cont.)		Describe the Japanese feudal system and the role of the samurai and the code of bushido. Identify the Tokugawa shoguns.
Unit 4: New Powers in Asia Lesson 4.03: Russia Rising		Describe the Mongol conquest of Russia.
Unit 4: New Powers in Asia Lesson 4.03: Russia Rising (cont.)		Identify Ivan III as Ivan the Great and describe his accomplishments.
Unit 4: New Powers in Asia Lesson 4.03: Russia Rising (cont.)		Describe the Mongol conquest of Russia.
Unit 4: New Powers in Asia Lesson 4.03: Russia Rising (cont.)		Identify Ivan III as Ivan the Great and describe his accomplishments.
Unit 4: New Powers in Asia Lesson 4.04: Unit Review		
Unit 4: New Powers in Asia Lesson 4.05: Unit Assessment	SS8.2.2 SS8.3.1	Explain why the Chinese and Japanese decided to cut off contact with foreigners, and describe the results of those decisions.
Unit 4: New Powers in Asia Lesson 4.06: Your Choice		Explain the division of Islam into Sunni and Shi'ah.
Unit 5: Europe Seeks Asia and Meets the Americas Lesson 5.01: Portugal and Spain Explore, and the Age of Exploration		
Unit 5: Europe Seeks Asia and Meets the Americas Lesson 5.01: Portugal and Spain Explore, and the Age of Exploration (cont.)		Locate Portugal, Spain, the Atlantic Ocean, the Mediterranean Sea, and the Cape of Good Hope on a map.
Unit 5: Europe Seeks Asia and Meets the Americas Lesson 5.02: Your Choice		Identify two improvements in navigation and explain that they allowed sailors to travel farther from land.

Unit 5: Europe Seeks Asia and Meets the Americas Lesson 5.03: Filling in the Map
Unit 5: Europe Seeks Asia and Meets the Americas Lesson 5.03: Filling in the Map (cont.)
Unit 5: Europe Seeks Asia and Meets the Americas Lesson 5.03: Filling in the Map (cont.)
Unit 5: Europe Seeks Asia and Meets the Americas Lesson 5.04: Your Choice
Unit 5: Europe Seeks Asia and Meets the Americas Lesson 5.05: Old Civilizations
Unit 5: Europe Seeks Asia and Meets the Americas Lesson 5.05: Old Civilizations (cont.)
Unit 5: Europe Seeks Asia and Meets the Americas Lesson 5.05: Old Civilizations (cont.)
Unit 5: Europe Seeks Asia and Meets the Americas Lesson 5.06: Unit Review
Unit 5: Europe Seeks Asia and Meets the Americas Lesson 5.07: Unit Assessment
Unit 6: Exploration Changes the World Lesson 6.01: Clash of Civilizations
Unit 6: Exploration Changes the World Lesson 6.01: Clash of Civilizations (cont.)
Unit 6: Exploration Changes the World Lesson 6.02: The Spanish and Portuguese Empires
Unit 6: Exploration Changes the World Lesson 6.02: The Spanish and Portuguese Empires (cont.)
Unit 6: Exploration Changes the World Lesson 6.03: Columbian Exchange
Unit 6: Exploration Changes the World Lesson 6.04: Songhai, Benin, and the New Slave Trade
Unit 6: Exploration Changes the World Lesson 6.04: Songhai, Benin, and the New Slave Trade (cont.)
Unit 6: Exploration Changes the World Lesson 6.04: Songhai, Benin, and the New Slave Trade (cont.)
Unit 6: Exploration Changes the World Lesson 6.05: Your Choice
Unit 6: Exploration Changes the World Lesson 6.06: Unit Review
Unit 6: Exploration Changes the World Lesson 6.07: Unit Assessment
Unit 7: Changing Empires, Changing Ideas Lesson 7.01: Elizabethan England and North American Initiatives
Unit 7: Changing Empires, Changing Ideas Lesson 7.01: Elizabethan England and North American Initiatives (cont.)
Unit 7: Changing Empires, Changing Ideas Lesson 7.01: Elizabethan England and North American Initiatives (cont.)
Unit 7: Changing Empires, Changing Ideas Lesson 7.02: England: Civil War and Empire
Unit 7: Changing Empires, Changing Ideas Lesson 7.02: England: Civil War and Empire (cont.)
Unit 7: Changing Empires, Changing Ideas Lesson 7.02: England: Civil War and Empire (cont.)
Unit 7: Changing Empires, Changing Ideas Lesson 7.03: The Scientific Revolution
Unit 7: Changing Empires, Changing Ideas Lesson 7.03: The Scientific Revolution (cont.)
Unit 7: Changing Empires, Changing Ideas Lesson 7.03: The Scientific Revolution (cont.)
Unit 7: Changing Empires, Changing Ideas Lesson 7.04: The Enlightenment: An Age of Reason
Unit 7: Changing Empires, Changing Ideas Lesson 7.04: The Enlightenment: An Age of Reason (cont.)

SS8.2.2  
SS8.3.1

Identify Ferdinand Magellan.
Identify the Line of Demarcation and explain its purpose.
Describe the origins of Mexico's name and flag. Recognize that the term "new world" reflected only the European perspective.
Describe the origins of Mexico's name and flag. Recognize that the term "new world" reflected only the European perspective.
Describe the origins of Mexico's name and flag. Recognize that the term "new world" reflected only the European perspective.
Identify two improvements in navigation and explain that they allowed sailors to travel farther from land.
Identify Moctezuma.
Describe the characteristics of the Aztec and Inca Empires that contributed to their decline.
Explain why the native population declined so rapidly and describe how the Spanish government responded to the decline.
Describe the system for governing the Spanish colonies.
Explain why the native population declined so rapidly and describe how the Spanish government responded to the decline.
Describe the system for governing the Spanish colonies.
Distinguish between intentional and unintentional consequences.
Describe the Columbian Exchange.
Describe the culture and government of Benin.
Identify the major events and people in the history of Songhai.
Describe the culture and government of Benin.
Identify the major events and people in the history of Songhai.
Describe the culture and government of Benin.
Identify the major events and people in the history of Songhai.
Demonstrate mastery of important knowledge and skills taught in the Exploration Changes the World unit.
Identify Queen Mary and what she is known for.
Describe English explorations in the sixteenth century and the explorers who led them.
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Describe English explorations in the sixteenth century and the explorers who led them.
Identify Queen Mary and what she is known for.
Describe English explorations in the sixteenth century and the explorers who led them.
Explain reasons for the conflict between James I and Charles I and the English Parliament.
Describe the major events of the Restoration.
Explain reasons for the conflict between James I and Charles I and the English Parliament.
Describe the major events of the Restoration.
Define political revolution.
Recognize key goals, events, problems, and people in the settlement of the English colonies in North America.
Identify Vesalius.
Trace the development of scientific thought during the Scientific Revolution.
Identify Copernicus.
Define the Scientific Revolution.
Define heliocentric and geocentric.
Identify Vesalius.
Trace the development of scientific thought during the Scientific Revolution.
Identify Copernicus.
Define the Scientific Revolution.
Define heliocentric and geocentric.
Recognize the work of Descartes and Bacon in developing reliable ways to acquire knowledge.
Recognize Newton's achievements in science and his impact on the field of scientific study.
Identify Vesalius.
Trace the development of scientific thought during the Scientific Revolution.
Identify Copernicus.
Identify the major events and people of the Scientific Revolution and describe the consequences of the revolution.
Explain that ideas of the Scientific Revolution were applied to the social world.
Identify the major events and people of the Scientific Revolution and describe the consequences of the revolution.
Explain that ideas of the Scientific Revolution were applied to the social world.
Define philosophers and deists and describe their beliefs.

<p>Unit 7: Changing Empires, Changing Ideas Lesson 7.04: The Enlightenment: An Age of Reason (cont.)</p>		<p>Identify the major events and people of the glorious revolution and describe the consequences of the revolution.</p> <p>Explain that ideas of the Scientific Revolution were applied to the social world.</p> <p>Define philosophe and deist and describe their beliefs. Identify Benjamin Franklin.</p> <p>Identify Voltaire, Montesquieu, Diderot, and Condorcet.</p> <p>Identify Louis XIV.</p> <p>Identify John Locke.</p>
<p>Unit 7: Changing Empires, Changing Ideas Lesson 7.05: Your Choice</p>		
<p>Unit 7: Changing Empires, Changing Ideas Lesson 7.06: Unit Review</p>		
<p>Unit 7: Changing Empires, Changing Ideas Lesson 7.07: Unit Assessment</p>	<p>SS8.1.1 SS8.1.6 SS8.1.3</p>	<p>Trace the development of scientific thought during the Scientific Revolution.</p>
<p>Unit 8: Writing Lesson 8.01: Writing from Research</p>		<p>Identify significant individuals who lived between 1300 and 1800 and explain how their ideas and work changed society.</p> <p>Assess the changes that took place in the way most Europeans thought between 1300 and 1800.</p> <p>Write a research-based essay on the impact of one individual on European thought during the period from 1300 to 1800.</p>
<p>Unit 8: Writing Lesson 8.01: Writing from Research (cont.)</p>		<p>Identify significant individuals who lived between 1300 and 1800 and explain how their ideas and work changed society.</p> <p>Assess the changes that took place in the way most Europeans thought between 1300 and 1800.</p>
<p>Unit 8: Writing Lesson 8.01: Writing from Research (cont.)</p>	<p>SS8.3.2 SS8.3.3 SS8.4.1 SS8.4.2 SS8.4.5</p>	<p>Identify significant individuals who lived between 1300 and 1800 and explain how their ideas and work changed society.</p> <p>Assess the changes that took place in the way most Europeans thought between 1300 and 1800.</p> <p>Write a research-based essay on the impact of one individual on European thought during the period from 1300 to 1800.</p>
<p>Unit 8: Writing Lesson 8.02: Your Choice</p>		
<p>Unit 9: Semester Review and Assessment Lesson 9.01: Semester Review: Units 1, 2, 3, and 4</p>		<p>Demonstrate mastery of important knowledge and skills taught in the New Powers in Asia unit.</p> <p>Demonstrate mastery of important knowledge and skills taught in The Spread of New Ideas unit.</p> <p>Demonstrate mastery of important knowledge and skills taught in the Beginning unit.</p> <p>Demonstrate mastery of important knowledge and skills taught in A Renaissance Begins in Europe unit.</p>
<p>Unit 9: Semester Review and Assessment Lesson 9.02: Semester Review: Units 5, 6, and 7</p>		<p>Demonstrate mastery of important knowledge and skills taught in the Europe Seeks Asia and Meets the Americas unit.</p> <p>Demonstrate mastery of important knowledge and skills taught in the Exploration Changes the World unit.</p>
<p>Unit 9: Semester Review and Assessment Lesson 9.03: Your Choice</p>		
<p>Unit 9: Semester Review and Assessment Lesson 9.04: Semester Assessment</p>	<p>SS8.1.6 SS8.1.3 SS8.2.2</p>	
<p>Unit 10: Age of Democratic Revolutions Lesson 10.01: The World Turned Upside Down: The American Revolution</p>		<p>Describe the disadvantages the American army faced and the importance of French aid in winning the war.</p> <p>Identify the U.S. Constitution as the world's oldest functioning written constitution.</p>
<p>Unit 10: Age of Democratic Revolutions Lesson 10.01: The World Turned Upside Down: The American Revolution (cont.)</p>		<p>Describe the disadvantages the American army faced and the importance of French aid in winning the war.</p> <p>Identify the U.S. Constitution as the world's oldest functioning written constitution.</p>
<p>Unit 10: Age of Democratic Revolutions Lesson 10.01: The World Turned Upside Down: The American Revolution (cont.)</p>		<p>Describe the disadvantages the American army faced and the importance of French aid in winning the war.</p> <p>Identify the U.S. Constitution as the world's oldest functioning written constitution.</p>
<p>Unit 10: Age of Democratic Revolutions Lesson 10.02: Napoleon: From Revolution to Empire</p>		<p>Identify major positions of the political spectrum.</p> <p>Identify the major positions of the political spectrum.</p> <p>Identify the major positions of the political spectrum.</p> <p>Explain how Napoleon was able to finance wars and win territory.</p> <p>Explain how Napoleon was able to finance wars and win territory.</p>
<p>Unit 10: Age of Democratic Revolutions Lesson 10.03: Napoleon: From Revolution to Empire (cont.)</p>		<p>Explain how Napoleon was able to finance wars and win territory.</p> <p>Explain how Napoleon was able to finance wars and win territory.</p>
<p>Unit 10: Age of Democratic Revolutions Lesson 10.04: Latin American Independence Movements</p>		<p>Explain why attempts to establish republics in Latin America were less successful than in the United States.</p> <p>Explain why attempts to establish republics in Latin America were less successful than in the United States.</p> <p>Explain why attempts to establish republics in Latin America were less successful than in the United States.</p>
<p>Unit 10: Age of Democratic Revolutions Lesson 10.05: Latin American Independence Movements (cont.)</p>		<p>Explain why attempts to establish republics in Latin America were less successful than in the United States.</p>
<p>Unit 10: Age of Democratic Revolutions Lesson 10.06: The Russian Revolution</p>		
<p>Unit 10: Age of Democratic Revolutions Lesson 10.06: The Russian Revolution (cont.)</p>		
<p>Unit 10: Age of Democratic Revolutions Lesson 10.07: Unit Review</p>		<p>Demonstrate mastery of important knowledge and skills in this unit.</p>
<p>Unit 10: Age of Democratic Revolutions Lesson 10.07: Unit Review (cont.)</p>	<p>SS8.1.6</p>	<p>Summarize the circumstances and events that led to the French Revolution.</p>
<p>Unit 10: Age of Democratic Revolutions Lesson 10.08: Unit Assessment</p>		<p>Describe Romanticism.</p> <p>Identify Jean-Jacques Rousseau.</p>
<p>Unit 11: Revolutions in Arts, Industries, and Work Lesson 11.01: Romantic Art in an Age of Revolution</p>		
<p>Unit 11: Revolutions in Arts, Industries, and Work Lesson 11.02: Britain Begins the Industrial Revolution</p>		
<p>Unit 11: Revolutions in Arts, Industries, and Work Lesson 11.03: Your Choice</p>		
<p>Unit 11: Revolutions in Arts, Industries, and Work Lesson 11.04: A Revolution in Transportation and Communication</p>		<p>Identify Stephenson and his contribution to railroad travel.</p>

<p>Unit 11: Revolutions in Arts, Industries, and Work Lesson 11.04: A Revolution in Transportation and Communication (cont.)</p>		<p>Identify Stephenson and his contribution to railroad travel.</p> <p>Trace the development of railroads in the first half of the nineteenth century.</p> <p>Identify Morse and his contribution to rapid communication.</p> <p>Recognize the changes that the revolution in transportation and manufacturing brought.</p> <p>Describe the need for better roads in the 1700s and 1800s and the attempts to improve roads.</p> <p>Explain how better transportation led to more trade and lower prices for goods.</p> <p>Describe the rise of canal building in the late 1700s and early 1800s.</p> <p>Identify Fulton and his contribution to steam-powered boats.</p>
<p>Unit 11: Revolutions in Arts, Industries, and Work Lesson 11.04: A Revolution in Transportation and Communication (cont.)</p>		<p>Identify Stephenson and his contribution to railroad travel.</p>
<p>Unit 11: Revolutions in Arts, Industries, and Work Lesson 11.05: Hard Times (cont.)</p>		<p>Describe conditions for factory workers in the early nineteenth century.</p>
<p>Unit 11: Revolutions in Arts, Industries, and Work Lesson 11.05: Hard Times (cont.)</p>		<p>Describe conditions for factory workers in the early nineteenth century.</p>
<p>Unit 11: Revolutions in Arts, Industries, and Work Lesson 11.06: Slavery in a Modern World</p>		<p>Identify major leaders of the abolition movement, what they are known for, and the results of their work.</p>
<p>Unit 11: Revolutions in Arts, Industries, and Work Lesson 11.06: Slavery in a Modern World (cont.)</p>		<p>Identify major leaders of the abolition movement, what they are known for, and the results of their work.</p> <p>Summarize the experiences of Equiano.</p> <p>Compare and contrast the European and Muslim slave trade of Africans with earlier slave systems.</p> <p>Recognize that slavery still exists in parts of the world today.</p> <p>Explain the relationship between slavery and the growth of racism.</p> <p>Trace on a map the major routes the slave trade took. Describe the transatlantic slave trade and its consequences.</p> <p>Describe the slave trade in Africa as it existed by 1700.</p> <p>Give examples of the kinds of work slaves did in the Americas and the economic factors that encouraged it.</p> <p>Describe slavery in the Muslim world.</p> <p>Recognize that Enlightenment ideas about human rights conflicted with the reality of life for most people in the world at the time.</p>
<p>Unit 11: Revolutions in Arts, Industries, and Work Lesson 11.06: Slavery in a Modern World (cont.)</p>		<p>Identify major leaders of the abolition movement, what they are known for, and the results of their work.</p> <p>Summarize the experiences of Equiano.</p> <p>Compare and contrast the European and Muslim slave trade of Africans with earlier slave systems.</p> <p>Recognize that slavery still exists in parts of the world today.</p> <p>Explain the relationship between slavery and the growth of racism.</p> <p>Trace on a map the major routes the slave trade took. Describe the transatlantic slave trade and its consequences.</p> <p>Describe the slave trade in Africa as it existed by 1700.</p> <p>Give examples of the kinds of work slaves did in the Americas and the economic factors that encouraged it.</p> <p>Describe slavery in the Muslim world.</p> <p>Recognize that Enlightenment ideas about human rights conflicted with the reality of life for most people in the world at the time.</p>
<p>Unit 11: Revolutions in Arts, Industries, and Work Lesson 11.07: Unit Review</p>		<p>Demonstrate mastery of important knowledge and skills in this unit.</p>
<p>Unit 11: Revolutions in Arts, Industries, and Work Lesson 11.07: Unit Review (cont.)</p>		<p>Demonstrate mastery of important knowledge and skills in this unit.</p>
<p>Unit 11: Revolutions in Arts, Industries, and Work Lesson 11.08: Unit Assessment</p>	<p>SS8.1.1 SS8.1.6</p>	<p>Describe the transatlantic slave trade and its consequences.</p>
<p>Unit 12: Picturing Your Thoughts Lesson 12.01: Picturing Your Thoughts</p>		<p>Formulate a thesis statement visually.</p>
<p>Unit 12: Picturing Your Thoughts Lesson 12.01: Picturing Your Thoughts (cont.)</p>		<p>Support a thesis statement visually.</p>
<p>Unit 12: Picturing Your Thoughts Lesson 12.01: Picturing Your Thoughts (cont.)</p>		<p>Support a thesis statement visually.</p> <p>Conduct research on examples of progress and hardship in the period from 1700 to 1900.</p> <p>Review knowledge gained in the Age of Democratic Revolutions and the Revolutions in Arts, Industries, and Work units.</p> <p>Write a thesis statement based on research.</p>
<p>Unit 12: Picturing Your Thoughts Lesson 12.01: Picturing Your Thoughts (cont.)</p>	<p>SS8.2.1 SS8.2.2 SS8.3.2</p>	<p>Support a thesis statement visually.</p>
<p>Unit 13: Nations Unite and Expand Lesson 13.01: Growing Nationalism in Italy and Germany</p>		
<p>Unit 13: Nations Unite and Expand Lesson 13.01: Growing Nationalism in Italy and Germany (cont.)</p>		
<p>Unit 13: Nations Unite and Expand Lesson 13.01: Growing Nationalism in Italy and Germany (cont.)</p>		

Unit 13: Nations Unite and Expand Lesson 13.02: The United States Fights and Unites
Unit 13: Nations Unite and Expand Lesson 13.02: The United States Fights and Unites (cont.)
Unit 13: Nations Unite and Expand Lesson 13.02: The United States Fights and Unites (cont.)
Unit 13: Nations Unite and Expand Lesson 13.03: Age of Innovation
Unit 13: Nations Unite and Expand Lesson 13.03: Age of Innovation (cont.)
Unit 13: Nations Unite and Expand Lesson 13.04: Your Choice
Unit 13: Nations Unite and Expand Lesson 13.05: The New Imperialism
Unit 13: Nations Unite and Expand Lesson 13.05: The New Imperialism (cont.)
Unit 13: Nations Unite and Expand Lesson 13.05: The New Imperialism (cont.)
Unit 13: Nations Unite and Expand Lesson 13.06: Your Choice
Unit 13: Nations Unite and Expand Lesson 13.07: Unit Review
Unit 13: Nations Unite and Expand Lesson 13.07: Unit Review (cont.)

Describe the building of the transcontinental railroad and its significance.  Recognize that most countries had abolished slavery by the early 1800s.  Identify Jefferson Davis and Abraham Lincoln and what they are known for.  Summarize the results of the American Civil War.  Explain why the Civil War is considered the first modern war.  Describe the economic differences between the North and the South.  Trace on a map the expansion of the United States from 1800 to 1860.  Summarize the major events of the Civil War.
Describe the building of the transcontinental railroad and its significance.  Recognize that most countries had abolished slavery by the early 1800s.  Identify Jefferson Davis and Abraham Lincoln and what they are known for.  Summarize the results of the American Civil War.  Explain why the Civil War is considered the first modern war.  Describe the economic differences between the North and the South.  Trace on a map the expansion of the United States from 1800 to 1860.  Summarize the major events of the Civil War.
Describe the building of the transcontinental railroad and its significance.  Recognize that most countries had abolished slavery by the early 1800s.
Explain how steel led to a second industrial revolution.  Identify Thomas Edison and his accomplishments.  Describe the evolution of the bicycle into the automobile. Describe advances in fuels in the late 1800s.  Identify Guglielmo Marconi and his accomplishments.  Identify Andrew Carnegie and his accomplishments.  Identify Alexander Graham Bell and his accomplishments.
Explain how steel led to a second industrial revolution.
Identify on a map the major areas of colonization by Britain, Belgium, Japan, France, Russia, and the United States.  Describe the way Africa was divided among the European powers.  Explain the reasons for the New Imperialism.  Identify key events and individuals in the expansion of the British Empire.  Identify major countries and events in the New Imperialism in Asia.  Describe the effects of colonization on the peoples of the colonized territories.
Identify on a map the major areas of colonization by Britain, Belgium, Japan, France, Russia, and the United States.  Describe the way Africa was divided among the European powers.  Explain the reasons for the New Imperialism.  Identify key events and individuals in the expansion of the British Empire.  Identify major countries and events in the New Imperialism in Asia.  Describe the effects of colonization on the peoples of the colonized territories.
Identify on a map the major areas of colonization by Britain, Belgium, Japan, France, Russia, and the United States.  Describe the way Africa was divided among the European powers.  Explain the reasons for the New Imperialism.  Identify key events and individuals in the expansion of the British Empire.  Identify major countries and events in the New Imperialism in Asia.  Describe the effects of colonization on the peoples of the colonized territories.

Demonstrate mastery of important knowledge and skills in this unit.

<p>Unit 13: Nations Unite and Expand Lesson 13.08: Unit Assessment</p>	<p>SS8.1.1 SS8.1.6 SS8.1.3 SS8.2.1 SS8.2.2 SS8.2.4 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 SS8.6.4</p>	<p>Recognize major causes, events, and individuals in the unification of Germany and Italy.</p> <p>Describe the second industrial revolution.</p>
<p>Unit 14: Answers and Questions Lesson 14.01: Organizing for Change</p>		<p>Explain the role of trade unions and describe the methods they used to improve working conditions.</p>
<p>Unit 14: Answers and Questions Lesson 14.01: Organizing for Change (cont.)</p>		<p>Identify significant leaders of the women's rights movement of the late nineteenth and early twentieth centuries and describe their methods and accomplishments.</p> <p>Explain the reasons for the population growth in cities of the 1800s.</p> <p>Describe the conditions city dwellers faced in places such as Paris, London, and New York.</p> <p>Give examples of the ways Paris and New York addressed their problems.</p> <p>Identify Louis Pasteur and describe his accomplishments.</p> <p>Review historical events.</p> <p>Describe the conditions most industrial workers faced.</p>
<p>Unit 14: Answers and Questions Lesson 14.01: Organizing for Change (cont.)</p>		<p>Explain the role of trade unions and describe the methods they used to improve working conditions.</p> <p>Identify significant leaders of the women's rights movement of the late nineteenth and early twentieth centuries and describe their methods and accomplishments.</p> <p>Explain the reasons for the population growth in cities of the 1800s.</p> <p>Describe the conditions city dwellers faced in places such as Paris, London, and New York.</p> <p>Give examples of the ways Paris and New York addressed their problems.</p> <p>Identify Louis Pasteur and describe his accomplishments.</p> <p>Review historical events.</p> <p>Describe the conditions most industrial workers faced.</p>
<p>Unit 14: Answers and Questions Lesson 14.02: Reaching Millions</p>		<p>Summarize the methods Henry Ford used to bring automobiles to the masses.</p> <p>Explain the role of universal education in the economic progress of Western Europe and the United States.</p> <p>Identify William Randolph Hearst and Joseph Pulitzer and what they are known for.</p> <p>Explain why new leisure activities became popular in the late 1800s, and give examples of those activities. Identify new technologies that contributed to mass entertainment.</p> <p>Describe the changes that occurred in sales and marketing and the reasons for them.</p> <p>Explain the meaning of the term mass society.</p>
<p>Unit 14: Answers and Questions Lesson 14.02: Reaching Millions (cont.)</p>		<p>Summarize the methods Henry Ford used to bring automobiles to the masses.</p>
<p>Unit 14: Answers and Questions Lesson 14.02: Reaching Millions (cont.)</p>		<p>Explain the role of universal education in the economic progress of Western Europe and the United States.</p> <p>Identify William Randolph Hearst and Joseph Pulitzer and what they are known for.</p> <p>Explain why new leisure activities became popular in the late 1800s, and give examples of those activities. Identify new technologies that contributed to mass entertainment.</p> <p>Describe the changes that occurred in sales and marketing and the reasons for them.</p> <p>Explain the meaning of the term mass society.</p>
<p>Unit 14: Answers and Questions Lesson 14.03: Culture Shocks</p>		<p>Identify examples of Impressionist, Postimpressionist, Cubist, and abstract art and artists.</p> <p>Explain the goals and techniques of the Impressionist, Postimpressionist, Cubist, and abstract painters.</p> <p>Recognize the goals and characteristics of modernism in music.</p> <p>Identify Freud and describe his accomplishments.</p> <p>Identify Zola and describe his Naturalist beliefs.</p> <p>Recognize that while many people saw the nineteenth century as a time of great progress, others questioned materialism and human nature.</p>
<p>Unit 14: Answers and Questions Lesson 14.03: Culture Shocks (cont.)</p>		<p>Identify examples of Impressionist, Postimpressionist, Cubist, and abstract art and artists.</p> <p>Explain the goals and techniques of the Impressionist, Postimpressionist, Cubist, and abstract painters.</p>

<p>Unit 14: Answers and Questions Lesson 14.03: Culture Shocks (cont.)</p>		<p>Identify examples of Impressionist, Postimpressionist, Cubist, and abstract art and artists.</p> <p>Explain the goals and techniques of the Impressionist, Postimpressionist, Cubist, and abstract painters.</p> <p>Recognize the goals and characteristics of modernism in music.</p> <p>Identify Freud and describe his accomplishments.</p> <p>Identify Zola and describe his Naturalist beliefs.</p> <p>Recognize that while many people saw the nineteenth century as a time of great progress, others questioned materialism and human nature.</p>
<p>Unit 14: Answers and Questions Lesson 14.04: Remarkable Individuals Unit 14: Answers and Questions Lesson 14.04: Remarkable Individuals (cont.) Unit 14: Answers and Questions Lesson 14.05: Your Choice Unit 14: Answers and Questions Lesson 14.06: Unit Review</p>		<p>Identify key individuals who shaped the modern era and describe their contributions to society.</p>
<p>Unit 14: Answers and Questions Lesson 14.06: Unit Review (cont.) Unit 14: Answers and Questions Lesson 14.07: Unit Assessment</p>	<p>SS8.1.6</p>	<p>Demonstrate mastery of important knowledge and skills in this unit.</p>
<p>Unit 15: The Dawn of the Twentieth Century Lesson 15.01: Rising Expectations in Waning Empires</p>		<p>Analyze excerpts of Gandhi's philosophy of nonviolent resistance.</p> <p>Summarize Gandhi's development as a champion of Indian independence from Britain.</p> <p>Identify Franz Josef and the methods he used in trying to maintain his empire.</p> <p>Recognize the Serbs as an example of ethnic groups whose nationalism led to independence movements within the Ottoman Empire.</p> <p>Identify Sun Yat-sen and his role in Chinese independence.</p> <p>Explain the reasons for discontent in old empires in the late nineteenth and early twentieth centuries.</p> <p>Recognize changes to the maps of empires in the late nineteenth and early twentieth centuries.</p> <p>Describe the role of nationalism in changing imperialism in the early twentieth century.</p> <p>Recognize the city of Vienna and the cultural attractions it offers.</p>
<p>Unit 15: The Dawn of the Twentieth Century Lesson 15.01: Rising Expectations in Waning Empires (cont.)</p>		<p>Analyze excerpts of Gandhi's philosophy of nonviolent resistance.</p> <p>Summarize Gandhi's development as a champion of Indian independence from Britain.</p> <p>Identify Franz Josef and the methods he used in trying to maintain his empire.</p> <p>Recognize the Serbs as an example of ethnic groups whose nationalism led to independence movements within the Ottoman Empire.</p> <p>Identify Sun Yat-sen and his role in Chinese independence.</p> <p>Explain the reasons for discontent in old empires in the late nineteenth and early twentieth centuries.</p> <p>Recognize changes to the maps of empires in the late nineteenth and early twentieth centuries.</p> <p>Describe the role of nationalism in changing imperialism in the early twentieth century.</p> <p>Recognize the city of Vienna and the cultural attractions it offers.</p>
<p>Unit 15: The Dawn of the Twentieth Century Lesson 15.02: Linking the Seas and Reaching for the Skies</p>		<p>Summarize the development of the airplane. Identify key individuals in the development of air travel. Explain the reasons for the development of the airplane. Identify key individuals in the development of air travel. Explain the reasons for the development of the airplane.</p>
<p>Unit 15: The Dawn of the Twentieth Century Lesson 15.02: Linking the Seas and Reaching for the Skies (cont.) Unit 15: The Dawn of the Twentieth Century Lesson 15.03: Your Choice</p>	<p>SS8.1.1 SS8.1.6 SS8.1.3 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 SS8.6.4</p>	<p>Summarize the development of the airplane. Identify key individuals in the development of air travel. Explain the reasons for the development of the airplane. Identify key individuals in the development of air travel. Explain the reasons for the development of the airplane. Identify key individuals in the development of air travel. Explain the reasons for the development of the airplane.</p>
<p>Unit 15: The Dawn of the Twentieth Century Lesson 15.04: Wrapping Up Unit 15: End of Course Review and Assessment Lesson 16.01: End of Course Review</p>		



Unit 16: End-of-Course Review and Assessment Lesson 16.01: End-of-Course Review (cont.)	SS8.1.1 SS8.1.6 SS8.1.3 SS8.2.1 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 SS8.6.4	Demonstrate mastery of important knowledge and skills taught in the Age of Democratic Revolutions unit.  Demonstrate mastery of important knowledge and skills taught in the Revolutions in Arts, Industries, and Work unit.  Demonstrate mastery of important knowledge and skills taught in the Answers and Questions unit.  Demonstrate mastery of important knowledge and skills taught in The Dawn of the Twentieth Century unit.  Demonstrate mastery of important knowledge and skills taught in the Nations Unite and Expand unit.  Review knowledge gained in previous lessons and units.
Unit 16: End-of-Course Review and Assessment		
Lesson 16.01: End-of-Course Review (cont.)		
Lesson 16.02: End-of-Course Assessment		













