

# Wyoming Department of Education Required Virtual Education Course Syllabus

## Natrona County School District # 1

Program Name	Natrona Virtual Learning	Content Area	SC
Course ID	NVA090201	Grade Level	2
Course Name	History Grade 2	# of Credits	
SCED Code		Curriculum Type	K12 Inc

### COURSE DESCRIPTION

Second graders continue their investigation (spanning grades 1–4) into history from the Stone Age to the Space Age. Through lively stories and activities, second graders will:

- Explore ancient Rome and meet Julius Caesar
- Learn about the beginnings of Christianity during the Roman Empire
  - Hear stories of the raiding and trading Vikings
  - Appreciate the achievements of early Islamic civilization
- During the early Middle Ages in Europe, meet knights in armor, and hear stories of St. George, Robin Hood, and Joan of Arc
  - Visit the medieval African kingdoms of Ghana, Mali, and Songhai
- Travel the Silk Road across China, and meet the powerful emperor, Kublai Khan
- Learn about the fighting samurai and the growth of Buddhism and Shintoism in feudal Japan

### WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	_____

SS2.2.2.	Recognize ways in which expressions of culture influence people (e.g., language, stories, music, and art).
SS2.3.1.	Give examples of and/or identify needs, wants, goods, and services.
SS2.3.2.	Identify how price may affect buying, selling, and saving decisions.
SS2.3.3.	Identify how science or technology affects production (e.g., assembly line, robots, and video streaming).
SS2.4.1.	Identify how an event could change the future (e.g., moving to a new town means going to a new school or learning to ride a bike could mean getting to a friend's house faster).
SS2.4.2.	Identify tools and technologies that make life easier (e.g., cars for getting one place to another, washing machines for washing clothes, or flashlights to see in the dark).
SS2.4.3.	Describe a "current event."
SS2.5.1.	Use a map, globe, and mental mapping to identify familiar areas and simple patterns and create maps using various media.
SS2.5.2.	Identify, describe, and use local physical and human characteristics to discuss the similarities and differences between parts of the community.
SS2.5.3.	Use the human features of a community to describe what makes that community special (e.g., cultural, language, religion, food, clothing, political, economic, population, and types of jobs in an area) and why others want to move there or move away from there.
SS2.5.4.	Identify how people may adjust to and/or change their environment in order to survive (e.g., clothing, houses, foods, and natural resources).
SS2.6.1.	Identify what kinds of information can be found in different resources (e.g., library, computer, atlas, and dictionary).
SS2.6.2.	Distinguish between fiction and non-fiction.
SS2.6.3.	Use digital tools to learn about social studies concepts.

UNIT OUTLINE		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
2 Ancient Rome 1 Romulus and Remus		Know that Rome was named after Romulus, its first king  Know that Rome is located in Italy on the Tiber River.  Identify Italy on a map.

		<p>Know that Italy is a peninsula.</p> <p>Explore concepts to be addressed during the year in History 2.</p>
<p>2 Ancient Rome 2 Horatius at the Bridge</p>		<p>Know that early Romans did not want to be ruled by kings.</p> <p>Identify Horatius as the brave Roman who saved the city.</p> <p>Know that the Romans prevented an attack on their city by tearing down the bridge crossing the Tiber River.</p>
<p>2 Ancient Rome 3 The Roman Republic and Cincinnatus</p>	SS2.2.2	<p>Define a republic as a form of government in which people choose their leaders.</p> <p>Identify consuls and senators as elected officials in the Roman government.</p> <p>Tell that elected officials took the place of kings in Rome.</p> <p>Identify Cincinnatus as a Roman who served his country in time of need.</p>
<p>2 Ancient Rome 4 Roman Gods and Goddesses</p>	SS2.2.2	<p>Name three Roman gods or goddesses.</p> <p>Explain that the Romans worshipped mostly Greek gods, which they gave Roman names.</p> <p>Recognize that we still use the names of some Roman gods and goddesses.</p>
<p>2 Ancient Rome 6 Roman Builders</p>		<p>Identify an aqueduct as a structure that carries water.</p> <p>Know that Romans invented public baths.</p> <p>Know that Romans used concrete to build roads and apartment buildings.</p> <p>Know that the Romans built roads throughout their empire.</p>
<p>2 Ancient Rome 7 Welcome to Rome!</p>		<p>Identify the land-owning Romans who were at the top of ancient Roman society as patricians.</p> <p>State that many young Roman children went to school to learn reading, writing, and math.</p> <p>Know that some Romans owned slaves.</p>

		<p>Identify the common people in ancient Rome as plebeians.</p>
<p>2 Ancient Rome 8 Rome's War with Carthage</p>		<p>Identify Carthage and Rome as the two nations that fought the Punic Wars.</p> <p>Locate and identify the Mediterranean Sea on a map.</p> <p>Locate Carthage on a map.</p>
<p>2 Ancient Rome 9 Hannibal and His War Elephants</p>		<p>Define Roman stories about their gods and goddesses as myths.</p> <p>Identify Carthage and Rome as the two nations that fought the Punic Wars.</p> <p>Explain that the Romans worshipped mostly Greek gods, which they gave Roman names.</p> <p>Identify the land-owning Romans who were at the top of ancient Roman society as patricians.</p> <p>Know that some Romans owned slaves.</p> <p>Define a republic as a form of government in which people choose their leaders.</p> <p>Know that Rome is located in Italy on the Tiber River.</p> <p>State that many young Roman children went to school to learn reading, writing, and math.</p> <p>Identify an aqueduct as a structure that carries water.</p> <p>Know that Hannibal led men, horses, and war elephants over the Pyrenees and the Alps.</p> <p>Identify Hannibal as the great Carthaginian general who attacked Rome.</p> <p>Know that Rome won the Punic Wars.</p> <p>Locate the Pyrenees and the Alps on the map of the Roman Empire, 220 - 40 B.C.</p>

		Demonstrate mastery of the important knowledge and skills taught in this unit.
3 From Caesar to Augustus 1 Meet Julius Caesar		Identify Julius Caesar as a major figure in Roman history.  Explain that Caesar upset many senators because he wanted so much power.
3 From Caesar to Augustus 2 Crossing the Rubicon		Identify "crossing the Rubicon" as a term that means making a decision that can't be taken back.  State that the Senate did not want Caesar to become consul.  Identify Pompey as a Roman leader jealous of Caesar's popularity.
3 From Caesar to Augustus 3 Caesar Meets Cleopatra		Identify "crossing the Rubicon" as a term that means making a decision that can't be taken back.  Identify Cleopatra as a queen of Egypt. Know that Cleopatra wanted Caesar's help to rule Egypt. State that Caesar went to Egypt to capture Pompey.
3 From Caesar to Augustus 4 I Came, I Saw, I Conquered		State that Veni, Vedi, Vici means "I came, I saw, I conquered."  Identify Caesar's new title as Dictator for Life.  Know that Julius Caesar helped Cleopatra regain power in Egypt.
3 From Caesar to Augustus 5 The Death of Caesar		Know that a dictator is an all-powerful ruler.  State that the senators killed Caesar because they thought he wanted to become a king.  Identify Brutus as one of Caesar's murderers.
3 From Caesar to Augustus 6 The First Roman Emperor		Identify Cleopatra as a queen of Egypt.  State that the senators killed Caesar because they thought he wanted to become a king.  Identify "crossing the Rubicon" as a term that means making a decision that can't be taken back.  State that Veni, Vedi, Vici means "I came, I saw, I conquered."

		<p>Identify Caesar's new title as Dictator for Life.</p> <p>Identify Augustus Caesar as the first Roman emperor.</p> <p>Identify Brutus as one of Caesar's murderers.</p> <p>Know that Cleopatra wanted Caesar's help to rule Egypt.</p> <p>Know that the month of August is named after Augustus Caesar</p> <p>Explain that Caesar upset many senators because he wanted so much power.</p> <p>Identify Augustus Caesar as the man who ruled Rome after Julius Caesar.</p>
4 Roman Empire and Roman Peace 1 Pax Romana	SS2.6.3	<p>Name Augustus Caesar as the ruler who built the Pantheon during the Pax Romana.</p> <p>Identify the Pantheon as a Roman temple to all the Roman gods and goddesses.</p> <p>Identify the Pax Romana as the Roman peace, a time of peace and the rule of law throughout the empire.</p> <p>Name Augustus Caesar as the ruler under which the Pax Romana began.</p>
4 Roman Empire and Roman Peace 2 The Birth of Jesus		<p>Explain that Christianity grew out of Judaism.</p> <p>State that Judea was ruled by Rome.</p> <p>Describe Judea as the home of the Jewish people.</p> <p>Identify Bethlehem as the birthplace of Jesus.</p>
4 Roman Empire and Roman Peace 3 The Beginnings of Christianity		<p>Explain that Jesus taught people about God and about how to treat each other.</p> <p>Retell the parable of the Good Samaritan.</p> <p>Identify the cross as the symbol of Christianity.</p>
4 Roman Empire and Roman Peace 4 Nero		<p>Know that Nero blamed Christians for the fire that destroyed part of Rome.</p>

<p>and the Burning of Rome</p>		<p>State that a great fire destroyed part of Rome.</p> <p>Identify Nero as an incompetent emperor of Rome.</p>
<p>4 Roman Empire and Roman Peace 5 The Eruption of Mount Vesuvius</p>		<p>Identify Mount Vesuvius as the volcano that destroyed Pompeii.</p> <p>Explain that archaeologists know much about daily life in ancient Rome from studying the ruins of Pompeii.</p> <p>Identify Mount Vesuvius as the volcano that destroyed Pompeii.</p>
<p>4 Roman Empire and Roman Peace 6 Bread and Circuses: Roman Amusements</p>		<p>Identify the Circus Maximus as a place where chariot racing took place.</p> <p>Identify the Colosseum as a place where gladiators fought.</p> <p>Identify the Colosseum and the Circus Maximus from pictures.</p>
<p>4 Roman Empire and Roman Peace 7 Androcles and the Lion</p>		<p>Know that Nero blamed Christians for the fire that destroyed part of Rome.</p> <p>Name Augustus Caesar as the ruler under which the Pax Romana began.</p> <p>Identify the cross as the symbol of Christianity.</p> <p>Identify the Pax Romana as the Roman peace, a time of peace and the rule of law throughout the empire.</p> <p>Explain that Jesus taught people about God and about how to treat each other.</p> <p>Identify Mount Vesuvius as the volcano that destroyed Pompeii.</p> <p>Identify the Pantheon as a Roman temple to all the Roman gods and goddesses.</p> <p>Identify Bethlehem as the birthplace of Jesus.</p> <p>Identify the Colosseum and the Circus Maximus from pictures.</p> <p>Identify the Circus Maximus as a place where chariot racing took place.</p>

		<p>Summarize the main points of the legend of Androcles and the Lion.</p> <p>Demonstrate mastery of important knowledge and skills in this unit.</p>
<p>5 Rome Divides and Falls 2 Rome Divides in Two</p>		<p>Name Diocletian as a Roman ruler who persecuted Christians.</p> <p>Explain that the Roman Empire grew too big for one leader to rule and defend.</p> <p>Explain that the Roman Empire was split into two parts-east and west.</p> <p>Name Diocletian as the Roman ruler who divided power among several rulers.</p>
<p>5 Rome Divides and Falls 3 Constantine, the Christian Emperor</p>		<p>Identify Constantinople as the new capital of the Roman Empire.</p> <p>Know that Constantine made Christianity legal in the Roman Empire.</p> <p>Identify Constantine as the first Christian emperor of Rome.</p> <p>Summarize the famous story of Constantine and the cross.</p>
<p>5 Rome Divides and Falls 4 The Coming of the Barbarians</p>		<p>Identify the Visigoths and the Vandals as tribes that invaded Rome.</p> <p>Explain that the Western Roman Empire was severely weakened by invading tribes that the Romans called barbarians.</p> <p>Identify the origin of the word vandal.</p>
<p>5 Rome Divides and Falls 5 Attila the Hun</p>		<p>Identify the Huns as warriors who invaded the Roman Empire.</p> <p>Name Attila as the leader of the Huns.</p>
<p>5 Rome Divides and Falls 6 The Fall of Rome</p>		<p>Explain that the Roman Empire collapsed when the last western Roman emperor was defeated.</p> <p>Identify the year 476 A.D. as the year in which the last Roman emperor was overthrown.</p> <p>Demonstrate mastery of important knowledge and skills in this unit.</p>

		<p>Identify the Visigoths and the Vandals as tribes that invaded Rome.</p> <p>Explain that the Western Roman Empire was severely weakened by invading tribes that the Romans called barbarians.</p> <p>Name Diocletian as a Roman ruler who persecuted Christians.</p> <p>Explain that the Roman Empire was split into two parts-east and west.</p> <p>Know that Constantine made Christianity legal in the Roman Empire.</p>
6 Byzantium Rises 1 The Contributions of Rome	SS2.1.4, SS2.2.2, SS2.4.2	<p>Name at least three elements of modern civilization that can be attributed to the ancient Romans.</p> <p>Give an example of the lasting importance of the Roman idea of republican government.</p>
6 Byzantium Rises 2 Constantinople: The New Rome	SS2.2.2	<p>Identify the Byzantine Empire as another name for the Eastern Roman Empire.</p> <p>Name Constantinople as the capital city of the Byzantine Empire.</p> <p>Describe ancient Constantinople as a large, wealthy city.</p>
6 Byzantium Rises 3 Justinian, the Just Emperor		<p>Tell that the set of laws followed everywhere in the Byzantine empire was called the Code of Justinian.</p> <p>Name Justinian as the ruler who expanded the size of the Byzantine Empire.</p> <p>Name Justinian as the greatest Byzantine emperor.</p>
6 Byzantium Rises 4 Theodora: Actress to Empress		<p>Identify Theodora as a powerful Byzantine empress.</p> <p>Know that Theodora ruled the Byzantine Empire along with her husband, Justinian.</p>
6 Byzantium Rises 5 Hagia Sophia		<p>Name Justinian as the ruler who ordered the building of Hagia Sophia.</p> <p>Explain that the dome and walls of the Hagia Sophia shine because of the mosaics.</p>

		Describe the Hagia Sophia as having a great dome.
6 Byzantium Rises 6 Nicholas: The Children's Saint		<p>Name Justinian as the greatest Byzantine emperor.</p> <p>Identify Theodora as a powerful Byzantine empress.</p> <p>Name at least three elements of modern civilization that can be attributed to the ancient Romans.</p> <p>Tell that the set of laws followed everywhere in the Byzantine empire was called the Code of Justinian.</p> <p>Describe the Hagia Sophia as having a great dome.</p> <p>Identify the Byzantine Empire as another name for the Eastern Roman Empire.</p> <p>Demonstrate mastery of important knowledge and skills in this unit.</p> <p>Name Constantinople as the capital city of the Byzantine Empire.</p> <p>Describe St. Nicholas as a man who inspired people with his generosity.</p>
7 The Early Middle Ages in Western Europe 1 Barbarians Stake Their Claims	SS2.5.3	<p>Name two barbarian tribes who settled in Europe, such as Vandals, Visigoths, Franks, Burgundians, or Celts.</p> <p>Define the Dark Ages as a time of great change in Western Europe after the fall of the Roman Empire.</p> <p>Explain that several barbarian tribes settled in different parts of Europe.</p> <p>Describe the Dark Ages as a time when few people could read or write, cities were crumbling, and laws were different everywhere.</p>
7 The Early Middle Ages in Western Europe 3 How Arthur Became King		<p>Name Merlin as the magician from the legend of King Arthur.</p> <p>Summarize the story of how Arthur became king.</p> <p>Explain that the legend of King Arthur first appeared during a time of fighting in Britain.</p>

<p>7 The Early Middle Ages in Western Europe 4 Guinevere Wins Arthur's Heart</p>		<p>Explain that Guinevere's father gave Arthur the Round Table as a wedding present.</p> <p>Identify Guinevere as Arthur's queen.</p> <p>Explain that the Knights of the Round Table served Arthur and promised to do what was right and good.</p>
<p>7 The Early Middle Ages in Western Europe 5 A New Role for the Christian Church</p>		<p>Describe bishops and archbishops as men who helped the pope run the Church in different parts of Europe during the Middle Ages.</p> <p>Explain that missionaries spread Christianity throughout Europe during the Middle Ages.</p> <p>Identify the pope as the leader of the Christian Church in Western Europe during the Middle Ages.</p> <p>Define cathedrals as large churches.</p>
<p>7 The Early Middle Ages in Western Europe 6 Life in a Monastery</p>		<p>Define monk as a man who lives in a religious community and dedicates his life to God.</p> <p>Explain that during the Middle Ages monasteries provided schools, help for the sick, and food for those in need.</p> <p>Define monastery as a place where monks live and work.</p>
<p>7 The Early Middle Ages in Western Europe 7 Writing Books by Hand</p>		<p>Identify monasteries as great centers of learning and knowledge.</p> <p>Explain that during the Middle Ages, monks in monasteries made most books.</p> <p>Describe how medieval books were made by hand.</p>
<p>7 The Early Middle Ages in Western Europe 8 Converting Clovis: The Franks Become Christian</p>		<p>Explain that Clovis helped establish monasteries and churches in France.</p> <p>Identify Clovis as the king of the Franks.</p> <p>Identify Paris as the capital of the Kingdom of the Franks.</p> <p>Recognize that Clovis converted to Christianity.</p> <p>State that Clovis conquered a large kingdom.</p>

<p>7 The Early Middle Ages in Western Europe 10 Charlemagne Is Crowned</p>		<p>Explain that Charlemagne was crowned emperor by the pope.</p> <p>Explain that Charlemagne united much of Europe.</p> <p>Identify Paris as the capital of the Kingdom of the Franks.</p> <p>Name two barbarian tribes who settled in Europe, such as Vandals, Visigoths, Franks, Burgundians, or Celts.</p> <p>Explain that the Knights of the Round Table served Arthur and promised to do what was right and good.</p> <p>Define monastery as a place where monks live and work.</p> <p>Describe the Dark Ages as a time when few people could read or write, cities were crumbling, and laws were different everywhere.</p> <p>Explain that the legend of King Arthur first appeared during a time of fighting in Britain.</p> <p>Identify the pope as the leader of the Christian Church in Western Europe during the Middle Ages.</p> <p>Explain that during the Middle Ages, monks in monasteries made most books.</p>
<p>8 The Rise of Islam 1 Muhammad and the Beginning of Islam</p>		<p>Explain that Islam began with Muhammad's vision.</p> <p>Identify the Qur'an as a holy book of Islam.</p> <p>State that Muslims believe in one God.</p> <p>Define Muslim as a person who follows the religion of Islam.</p>
<p>8 The Rise of Islam 2 Mecca: The Holy City of Islam</p>		<p>Identify the crescent moon with a star as the symbol of Islam.</p> <p>Identify Mecca as the birthplace of Muhammad.</p> <p>Identify Mecca as the holiest city of Islam.</p>
<p>8 The Rise of Islam 4 Many Mosques</p>		<p>Define mosque as a place where Muslims pray and worship God.</p> <p>State that Muslims face Mecca when they pray.</p> <p>Define minaret as a tower used to call Muslims to prayer.</p>

<p>8 The Rise of Islam 5 A Muslim Story: The Hundredth Name</p>		<p>State that Allah is the Arabic word for God.</p>
<p>8 The Rise of Islam 6 Baghdad--The Jewel of Learning</p>		<p>Locate Baghdad on a map.</p> <p>Describe Baghdad as a center of learning in the early Middle Ages.</p> <p>Identify the House of Wisdom as a great library and place of learning.</p>
<p>8 The Rise of Islam 7 Ibn Sina: The Boy Who Loved to Learn</p>		<p>Explain that Ibn Sina wrote important works on science and medicine.</p> <p>Describe Ibn Sina as a person who loved learning from an early age.</p> <p>Identify Ibn Sina as a famous Muslim doctor.</p>
<p>8 The Rise of Islam 8 Muslims in Spain</p>		<p>Identify the Alhambra as a palace built by Muslims in Spain.</p> <p>Locate the Strait of Gibraltar on a map.</p> <p>State that the Muslims conquered Spain.</p> <p>Define strait as a narrow channel of water joining two larger bodies of water.</p>
<p>8 The Rise of Islam 10 Semester Assessment</p>		<p>Demonstrate mastery of important knowledge and skills learned this semester.</p> <p>Demonstrate mastery of important knowledge and skills in this unit.</p> <p>Define mosque as a place where Muslims pray and worship God.</p> <p>Define a republic as a form of government in which people choose their leaders.</p> <p>Identify Augustus Caesar as the first Roman emperor.</p> <p>Explain that the Knights of the Round Table served Arthur and promised to do what was right and good.</p> <p>Identify Mount Vesuvius as the volcano that destroyed Pompeii.</p>

Name Attila as the leader of the Huns.

Identify the Colosseum as a place where gladiators fought.

Explain that the Western Roman Empire was severely weakened by invading tribes that the Romans called barbarians.

Explain that Charlemagne supported learning and monasteries.

Explain that Islam began with Muhammad's vision.

Define Muslim as a person who follows the religion of Islam.

Explain that the Romans worshipped mostly Greek gods, which they gave Roman names.

Explain that the Roman Empire was split into two parts-east and west.

Name Constantinople as the capital city of the Byzantine Empire.

State that Veni, Vidi, Vici means "I came, I saw, I conquered."

Define the Dark Ages as a time of great change in Western Europe after the fall of the Roman Empire.

Define monastery as a place where monks live and work.

Explain that Charlemagne united much of Europe.

Identify an aqueduct as a structure that carries water.

Know that the Romans built roads throughout their

empire. Identify Mecca as the holiest city of Islam.

Know that Rome is located in Italy on the Tiber River.

Tell that the set of laws followed everywhere in the Byzantine empire was called the Code of Justinian.

Know that Constantine made Christianity legal in the Roman Empire.

<p>9 A World in Turmoil 1 Threat from the North: Viking Warriors on the Move</p>		<p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p> <p>Explain that Viking raiders traveled in long, swift ships that often had carved dragon heads.</p> <p>Identify Vikings as fierce raiders and warriors.</p> <p>Explain that Vikings came from the north.</p>
<p>9 A World in Turmoil 2 Viking Shipbuilders and Explorers</p>		<p>Identify Erik the Red and Leif Eriksson as Viking explorers.</p> <p>Locate Scandinavia on a map.</p> <p>Recognize a Viking ship.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>
<p>9 A World in Turmoil 3 Viking Life</p>	<p>SS2.2.2, SS2.5.4</p>	<p>Identify the Vikings as people who lived near fjords.</p> <p>Describe the Vikings as traders.</p> <p>Recognize Viking runes from a picture.</p> <p>Explain that the letters of the Viking alphabet are called runes.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>
<p>9 A World in Turmoil 4 Viking Gods and Goddesses</p>	<p>SS2.2.2</p>	<p>Identify Asgard as the land of the Viking gods and goddesses.</p> <p>Name at least two of the Viking gods or goddesses.</p> <p>Name at least two days of the week that are named for Viking gods or goddesses and the god or goddess each is named for.</p> <p>Explain that the Vikings believed in many gods and goddesses.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>
<p>9 A World in Turmoil 5 Buried in Style</p>	<p>SS2.2.2</p>	<p>Describe Viking burial ships as containing things the dead would need in the afterlife.</p> <p>Identify Valhalla as Odin's palace.</p>

		<p>Explain that Viking warriors wanted to go to Valhalla when they died.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>
<p>9 A World in Turmoil 6 The Normans Invade England</p>		<p>Locate Normandy on a map.</p> <p>Name William the Conqueror as the leader who led the Normans to conquer England.</p> <p>Explain that Vikings who settled in northern France were called Normans.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>
<p>9 A World in Turmoil 7 Sigurd: A Viking Hero</p>		<p>Explain that Viking raiders traveled in long, swift ships that often had carved dragon heads.</p> <p>Recognize Viking runes from a picture.</p> <p>Name at least two of the Viking gods or goddesses.</p> <p>Identify Erik the Red and Leif Eriksson as Viking explorers.</p> <p>Identify Asgard as the land of the Viking gods and goddesses.</p> <p>Identify Vikings as fierce raiders and warriors.</p> <p>Explain that Vikings came from the north.</p> <p>Name William the Conqueror as the leader who led the Normans to conquer England.</p> <p>Locate Scandinavia on a map.</p> <p>Explain that Viking warriors wanted to go to Valhalla when they died.</p> <p>Demonstrate mastery of important knowledge and skills in this unit.</p> <p>Identify Sigurd as a Viking hero.</p>

		Demonstrate mastery of important knowledge and skills taught in previous lessons.
10 The Feudal World 1 What Was Feudalism?	SS2.2.1	<p>List the order of rule in feudalism: king, noble, knight, serf.</p> <p>Identify a serf as a peasant who worked the land.</p> <p>Identify feudalism as a system in which people exchanged land, loyalty, and service in return for protection.</p> <p>Describe feudalism.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>
10 The Feudal World 2 Building a Castle	SS2.2.1	<p>Explain that the first castles were made of wood.</p> <p>Identify the moat and drawbridge on a castle.</p> <p>Explain that stone castles were hard to attack.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>
10 The Feudal World 3 Life in a Castle	SS2.2.1	<p>Explain that castle life centered on the great hall.</p> <p>Explain that a castle was both a home and a fortress.</p> <p>Identify some of the people who lived or worked in a castle.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>
10 The Feudal World 4 What Is Knighthood?		<p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p> <p>Explain that knights served kings, queens, and lords by fighting their enemies.</p> <p>Identify the Code of Chivalry as a set of rules for knights' good behavior.</p> <p>Explain how knights used armor, lances, and swords.</p>

<p>10 The Feudal World 5 A Famous Knight: St. George and the Dragon</p>		<p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p> <p>Name two of the following traits associated with heroic knights: they always fought bravely, they kept their promises, they helped those who needed it.</p> <p>Define champion as a person who fights or does great deeds for others.</p> <p>Explain that in the legend of Saint George, a brave knight defeats a dragon.</p>
<p>10 The Feudal World 6 Supposing You Were a Serf</p>	<p>SS2.2.1, SS2.5.4</p>	<p>Define serf as a peasant who served a noble (lord) by farming the land in exchange for protection.</p> <p>Tell that serfs did not have freedom.</p> <p>Describe the life of a serf as difficult and hard.</p>
<p>10 The Feudal World 7 Building a Cathedral</p>	<p>SS2.2.1</p>	<p>Identify the following features of a cathedral from pictures: spire, stained glass window, and stone sculptures.</p> <p>Explain that it took many years to build a cathedral.</p> <p>Define a cathedral as a large, important church.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>
<p>10 The Feudal World 8 Come to the Fair!</p>	<p>SS2.2.1</p>	<p>Explain that fairs were often held in cathedral cities.</p> <p>Explain that fairs had many kinds of food and entertainment, such as musicians, acrobats, jousting knights, and dancers.</p> <p>Describe fairs as events at which merchants from all over Europe sold goods.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>
<p>10 The Feudal World 9 One in a Million: Eleanor of Aquitaine</p>		<p>Explain that Eleanor of Aquitaine was the Queen of England and the Queen of France.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>

		<p>Demonstrate mastery of important knowledge and skills in this unit.</p> <p>Explain that a castle was both a home and a fortress.</p> <p>Identify feudalism as a system in which people exchanged land, loyalty, and service in return for protection.</p> <p>List the order of rule in feudalism: king, noble, knight, serf.</p> <p>Describe the life of a serf as difficult and hard.</p> <p>Explain that fairs had many kinds of food and entertainment, such as musicians, acrobats, jousting knights, and dancers.</p> <p>Explain that stone castles were hard to attack.</p> <p>Identify the Code of Chivalry as a set of rules for knights' good behavior.</p> <p>Define a cathedral as a large, important church.</p> <p>Explain that in the legend of Saint George, a brave knight defeats a dragon.</p>
<p>11 Crusades Abroad &amp; Changes in Europe 1 Command from the Pope</p>		<p>Explain that the crusaders wore a cross on their clothes.</p> <p>Identify Jerusalem as being sacred to Jews, Christians, and Muslims.</p> <p>Explain that the Crusades were wars between European Christians and Muslims for possession of Palestine and especially for the city of Jerusalem.</p> <p>State that Palestine is called "the Holy Land."</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>
<p>11 Crusades Abroad &amp; Changes in Europe 2 Richard the Lion-Heart and Saladin</p>		<p>Name King Richard I of England as the "lion-hearted" warrior king.</p> <p>Explain that King Richard I and Saladin led armies against each other during some of the Crusades and then made a truce.</p>

		<p>Name Saladin as the leader of the Muslims during some of the Crusades.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>
<p>11 Crusades Abroad &amp; Changes in Europe 3 The Legend of Robin Hood</p>		<p>Explain the Robin Hood met Little John when they fought on a footbridge.</p> <p>Name Robin Hood as the legendary English outlaw who stole from the rich and gave to the poor.</p> <p>State that Robin Hood lived in Sherwood Forest.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>
<p>11 Crusades Abroad &amp; Changes in Europe 4 King John and the Magna Carta</p>		<p>Define the Magna Carta as a guarantee of rights that even the king had to obey.</p> <p>Identify 1215 as the year the Magna Carta was signed.</p> <p>Identify King John as a king of England.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>
<p>11 Crusades Abroad &amp; Changes in Europe 5 The Hundred Years' War</p>		<p>Name England and France as the two countries that fought the Hundred Years' War.</p> <p>Explain that the Hundred Years' War was fought for control of France.</p> <p>Name the longbow and the cannon as two weapons introduced during the Hundred Years' War.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>
<p>11 Crusades Abroad &amp; Changes in Europe 6 Joan of Arc: The Girl Who Saved France</p>		<p>Explain that Joan of Arc said she had visions telling her to lead the French army.</p> <p>Explain that Joan of Arc led the French against the English during the end of the Hundred Years' War.</p>

		<p>State that France won the Hundred Years' War.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>
<p>11 Crusades Abroad &amp; Changes in Europe 7 Towns and Trade</p>	<p>SS2.2.1, SS2.3.1</p>	<p>Describe two characteristics of medieval towns, such as they had lots of shops and narrow twisting streets.</p> <p>Explain that medieval towns became centers of trade and craftsmanship.</p> <p>Explain that medieval towns grew as people arrived to sell their products.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>
<p>11 Crusades Abroad &amp; Changes in Europe 8 The Black Death</p>		<p>Identify Jerusalem as being sacred to Jews, Christians, and Muslims.</p> <p>Describe two characteristics of medieval towns, such as they had lots of shops and narrow twisting streets.</p> <p>Identify King John as a king of England.</p> <p>Name Robin Hood as the legendary English outlaw who stole from the rich and gave to the poor.</p> <p>Name England and France as the two countries that fought the Hundred Years' War.</p> <p>Identify 1215 as the year the Magna Carta was signed.</p> <p>Explain that the Crusades were wars between European Christians and Muslims for possession of Palestine and especially for the city of Jerusalem.</p> <p>Name King Richard I of England as the "lion-hearted" warrior king.</p> <p>Explain that Joan of Arc said she had visions telling her to lead the French army.</p> <p>Name Black Death as the plague that killed many people during the Middle Ages.</p>

		<p>Demonstrate mastery of important knowledge and skills in this unit.</p> <p>Define plague as a disease that strikes many people at once.</p>
12 Medieval African Empires 1 Welcome to Africa!		<p>Identify, locate, and describe the Sahara desert.</p> <p>Locate the Nile, Niger, and Congo Rivers on a map of Africa.</p> <p>Describe the savanna as grassland.</p> <p>Locate Africa on a globe.</p>
12 Medieval African Empires 2 Ghana: A Gold Kingdom		<p>Explain that merchants from Ghana traded gold for salt.</p> <p>Describe how traders used camels to cross the Sahara.</p> <p>Identify Ghana as a great kingdom in western Africa.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>
12 Medieval African Empires 3 Sundiata: Lion King of Mali	SS2.2.2	<p>Identify Mali as an African kingdom.</p> <p>Explain the problems that Sundiata overcame to become king of Mali.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>
12 Medieval African Empires 4 Mansa Musa of Mali		<p>Explain that Mansa Musa made a famous pilgrimage to Mecca.</p> <p>Identify Mansa Musa as a wealthy ruler of Mali.</p> <p>Identify Mali as an African kingdom.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>
12 Medieval African Empires 5 All the Way to Timbuktu		<p>Identify Timbuktu as a center of trade and learning.</p> <p>Locate Timbuktu on a map.</p> <p>Show that Timbuktu was near the Niger River.</p>

		Demonstrate mastery of important knowledge and skills taught in previous lessons.
12 Medieval African Empires 6 Ibn Battuta: An Amazing Traveler		<p>Identify Ibn Battuta as a famous Muslim explorer.</p> <p>Explain that Ibn Battuta traveled in Africa, Europe, and Asia.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>
12 Medieval African Empires 7 King Lalibela's Churches in Stone		<p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p> <p>Demonstrate mastery of important knowledge and skills in this unit.</p> <p>Explain that King Lalibela is said to have built several stone churches.</p> <p>Explain the problems that Sundiata overcame to become king of Mali.</p> <p>Identify Timbuktu as a center of trade and learning.</p> <p>Identify Ibn Battuta as a famous Muslim explorer.</p> <p>Explain that Mansa Musa made a famous pilgrimage to Mecca.</p> <p>Identify, locate, and describe the Sahara desert.</p> <p>Describe the savanna as grassland.</p> <p>Explain that merchants from Ghana traded gold for salt.</p> <p>Describe how traders used camels to cross the Sahara.</p> <p>Show that Timbuktu was near the Niger River.</p>
13 Medieval China 1 Remembering Ancient China		<p>State that the Chinese built the Great Wall as protection from invaders.</p> <p>Identify Confucius as a great Chinese teacher.</p> <p>Explain that silk production began in China.</p> <p>Locate China on a map.</p>

<p>13 Medieval China 2 The Grand Canal</p>		<p>Locate the Yellow and Yangtze Rivers on map.</p> <p>Explain that the Grand Canal allowed the Chinese to ship rice and other goods between the north and the south.</p> <p>Define a dynasty as a family that rules a country for many years.</p> <p>Identify the Grand Canal as a long, man-made waterway in China.</p>
<p>13 Medieval China 3 Buddhism in China</p>		<p>State that Buddhism is based on the teachings of Buddha.</p> <p>State that Buddhism is a religion that began in India and became important in China.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>
<p>13 Medieval China 4 The Trading Tang: The Silk Road</p>		<p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p> <p>Locate the Silk Road on a map.</p> <p>Identify the Silk Road as a great overland trade route between Europe and Asia.</p> <p>Explain that the Tang dynasty encouraged trade.</p>
<p>13 Medieval China 5 Mulan</p>	<p>SS2.2.2</p>	<p>State that The Song of Mulan is a story about a young woman who disguises herself as a man and fights with the Chinese army against invaders.</p> <p>Identify Mulan as a Chinese heroine.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>
<p>13 Medieval China 6 The Inventive Song Dynasty</p>	<p>SS2.2.2</p>	<p>Recognize that the Song dynasty was a time of invention in China.</p> <p>Identify and explain the functions of any two of these inventions that came during the Song dynasty: the compass, paper money, gunpowder, and movable type.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>

<p>13 Medieval China 8 Mongols on the March: Genghis Khan</p>		<p>Identify Genghis Khan as the founder of the Mongol Empire.</p> <p>State that Genghis Khan invaded China.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>
<p>13 Medieval China 9 Kublai Khan</p>		<p>Identify Kublai Khan as the first Mongol emperor of China.</p> <p>State that the Mongols conquered all of China.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>
<p>13 Medieval China 10 Marco Polo: Man of a Million Stories</p>		<p>State that Marco Polo worked for Kublai Khan in China.</p> <p>Identify Marco Polo as a famous traveler and explorer.</p> <p>Explain that Marco Polo traveled from Venice to China and its large empire.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>
<p>13 Medieval China 11 China Makes China: Porcelain</p>		<p>State that Buddhism is a religion that began in India and became important in China.</p> <p>Identify Kublai Khan as the first Mongol emperor of China.</p> <p>Identify the Silk Road as a great overland trade route between Europe and Asia.</p> <p>Identify and explain the functions of any two of these inventions that came during the Song dynasty: the compass, paper money, gunpowder, and movable type.</p> <p>Explain that Marco Polo traveled from Venice to China and its large empire.</p> <p>Explain that the English word "china" for dishes comes from the fact that the Chinese invented porcelain.</p> <p>Identify Confucius as a great Chinese teacher.</p> <p>Identify the Grand Canal as a long, man-made waterway in China.</p>

		<p>Identify Genghis Khan as the founder of the Mongol Empire.</p> <p>Identify porcelain as a fine pottery invented in China.</p> <p>Demonstrate mastery of important knowledge and skills in this unit.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>
<p>14 Feudal Japan 1 Japan: The Island Kingdom</p>		<p>Locate the Pacific Ocean on a map.</p> <p>Locate Japan on a map.</p> <p>Define an archipelago as a group of islands.</p> <p>State that Japan has four main islands.</p> <p>Name Mount Fuji as the biggest volcano in Japan.</p>
<p>14 Feudal Japan 2 Shinto: An Ancient Japanese Religion</p>		<p>Identify the wooden gate, called a torii, as a symbol of Shintoism.</p> <p>State that Shinto is Japan's oldest surviving religion.</p> <p>Identify kami as Shinto spirits in nature and ancestors.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>
<p>14 Feudal Japan 3 Buddhism in Japan</p>		<p>Explain that Buddhism came to Japan from China and other parts of Asia.</p> <p>Identify the Great Buddha at Kamakura from a photograph.</p> <p>Identify a Japanese pagoda from a photograph.</p>
<p>14 Feudal Japan 4 Feudal Japan</p>		<p>Define a shogun as the commander of the army and real ruler of feudal Japan.</p> <p>Define a daimyo as a person who owned a lot of land in feudal Japan.</p> <p>Identify a Japanese castle from a photograph.</p>

		Demonstrate mastery of important knowledge and skills taught in previous lessons.
14 Feudal Japan 5 Life of a Samurai		<p>Define samurai as a Japanese warrior.</p> <p>Explain that samurai were required to be loyal to their daimyo.</p> <p>Define bushido as the samurai code of honor.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>
14 Feudal Japan 6 Kublai Khan Attacks Twice!		<p>Demonstrate mastery of important knowledge and skills in this semester.</p> <p>Explain that Kublai Khan's ships were destroyed by typhoons.</p> <p>State that Kublai Khan attacked Japan.</p> <p>Define typhoon as a violent storm having lots of rain and high winds.</p> <p>Demonstrate mastery of important knowledge and skills in this unit.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>
14 Feudal Japan 7 Semester Assessment		<p>Demonstrate mastery of important knowledge and skills in this semester.</p> <p>Explain that Kublai Khan's ships were destroyed by typhoons.</p> <p>Explain that the Crusades were wars between European Christians and Muslims for possession of Palestine and especially for the city of Jerusalem.</p> <p>Identify 1215 as the year the Magna Carta was signed.</p> <p>Identify the Vikings as people who lived near fjords.</p> <p>State that Kublai Khan attacked Japan.</p> <p>Explain that Joan of Arc led the French against the English during the end of the Hundred Years' War.</p>

Identify Ghana and Mali as medieval African kingdoms.

Identify Shintoism as Japan's oldest surviving religion.

Explain that the flag of Japan shows a rising sun.

Define samurai as a Japanese warrior.

Identify and explain the functions of any two of these inventions that came during the Song dynasty: the compass, paper money, gunpowder, and movable type.

Identify Timbuktu as a center of trade and learning.

Explain that King Richard I and Saladin led armies against each other during some of the Crusades and then made a truce.

Name England and France as the two countries that fought the Hundred Years' War.

Name William the Conqueror as the leader who led the Normans to conquer England.

Define serf as a peasant who served a noble (lord) by farming the land in exchange for protection.

Identify Erik the Red and Leif Eriksson as Viking explorers.

State that Marco Polo worked for Kublai Khan in China.

Explain that Ibn Battuta traveled in Africa, Europe, and Asia.

Explain that Vikings who settled in northern France were called Normans.

Explain that knights served kings, queens, and lords by fighting their enemies.

Explain that fairs were often held in cathedral cities.

Explain that Mansa Musa made a famous pilgrimage to Mecca.  
Identify feudalism as a system in which people exchanged land,

		<p>loyalty, and service in return for protection.</p> <p>Define a shogun as the commander of the army and real ruler of feudal Japan.</p> <p>State that the Mongols conquered all of China.</p> <p>Name at least two of the Viking gods or goddesses.</p> <p>State that Buddhism is a religion that began in India and became important in China.</p> <p>Identify the Silk Road as a great overland trade route between Europe and Asia.</p> <p>Explain that Marco Polo traveled from Venice to China and its large empire.</p> <p>Identify Ibn Battuta as a famous Muslim explorer.</p> <p>Explain that a castle was both a home and a fortress.</p> <p>Identify Vikings as people who used runes.</p>
<p>SS1 Social Studies- Grade 2 1 Symbols of the United States: □ The Star-Spangled Banner□</p>		<p>Identify the meaning of the national anthem of the United States, a national symbol.</p> <p>Identify the origin of the national anthem of the United States, a national symbol.</p> <p>Identify the importance of the national anthem of the United States, a national symbol.</p>
<p>SS1 Social Studies- Grade 2 2 Pledge of Allegiance</p>		<p>Explain the meaning of the Pledge of Allegiance.</p>
<p>SS1 Social Studies- Grade 2 3 National Holidays: Memorial Day and Veterans Day</p>		<p>Identify the traditions of two national holidays of the United States, Memorial Day and Veterans Day.</p> <p>Identify the origins of two national holidays of the United States, Memorial Day and Veterans Day.</p> <p>Identify the meaning of two national holidays of the United States, Memorial Day and Veterans Day.</p>

SS1 Social Studies- Grade 2 4 Responsibilities of Citizenship		Describe the basic responsibilities of citizenship.  Give examples of good citizenship in the past and present.
SS1 Social Studies- Grade 2 5 Character		Recognize the importance of character traits that make a positive difference in the community.
SS1 Social Studies- Grade 2 6 Working Together		Describe the steps for group problem solving.  Recognize the benefits of using problem solving to work together to achieve a common goal.
SS1 Social Studies- Grade 2 7 Rules and Laws		Explain the need for rules and laws in the community.  Identify those who make and enforce laws.
SS1 Social Studies- Grade 2 8 What Does Government Do?		Recognize local community leaders, and state and national leaders.  Identify government services in the community: libraries, schools, parks, firefighting, and police.
SS1 Social Studies- Grade 2 9 Comparing Cultures: Art Traditions in Paper		Compare elements of culture from communities in various parts of the world.
SS1 Social Studies- Grade 2 10 Goods and Services: Street Fair		Explain that buyers and sellers depend on each other.  Distinguish between goods and services.
SS1 Social Studies- Grade 2 11 Consumers and Producers		Distinguish between consumers and producers. Explain the relationship between consumers and producers.  Distinguish between goods and services.
SS1 Social Studies- Grade 2 12 What Are Natural Resources?		Identify examples of natural resources.  Give examples of resources being used in more than one way.
SS1 Social Studies- Grade 2 13 Where Do Natural Resources Come From?		Give examples of natural resources that can be found in some communities and not in others, so must be moved from one community to another.  Recognize where natural resources come from.

SS1 Social Studies- Grade 2 14 Money		Recognize that different countries use different kinds of money.  Recognize that money is used in the exchange of goods and services and makes trading for goods and services easier.
SS1 Social Studies- Grade 2 15 Scarcity and Choices		Distinguish between needs and wants.  Explain that people must make choices because of scarcity and that when they make choices, they will have to decide on trade-offs.

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