

# Wyoming Department of Education Required Virtual Education Course Syllabus

## Campbell County School District # 1

Program Name	Campbell County Virtual School	Content Area	SS
Course ID	SS3V	Grade Level	3
Course Name	History 3	# of Credits	
SCED Code		Curriculum Type	K12 Inc

### COURSE DESCRIPTION

**HISTORY 3**

*History 3 continues a program that spans the elementary grades, exploring world geography and history from the Stone Age to the Space Age. This course focuses on the period from the Renaissance through the American Revolution. Supplementary lessons focus on concepts in economics and citizenship.*

### WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) <a href="#">Use the Standards and Benchmarks as Spreadsheets</a>
SS5.3.2	Identify basic economic concepts (e.g., supply, demand, price, and trade).
SS5.3.3	Identify and describe how science and technology have affected production and distribution locally, nationally, and globally (e.g., trains and natural resources).
SS5.4.1	Describe how small changes can lead to big changes (cause and effect) (e.g., discovery of electricity).
SS5.4.2	Describe how tools and technology makes life easier; describe how one tool or technology evolves into another (e.g., telegraph to telephone to cell phone or horse-drawn wagon to railroad to car); identify a tool or technology that impacted history (e.g.,
SS5.5.1	Apply mental mapping skills and use different representations of the Earth to demonstrate an understanding of human and physical patterns and how local decisions may create global impacts.
SS5.5.2	Explain how physical features, patterns, and systems impact different regions and how these features may help us generalize and compare areas
SS5.5.3	Describe the human features of an area (e.g., language, religion, political and economic systems, population distribution, and quality of life), past and present settlement patterns (e.g., American Indians and the Oregon Trail),
SS5.6.1	Use various media resources in order to address a question or solve a problem.

### SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Where Shall We Go?		Unit 1: Where Shall We Go?* Summary People use maps, globes, and satellite images to find out important information about places. Learn to use map keys, compass roses, scales, and lines of latitude and longitude. Explore continents, oceans, and landforms and see how people adapt to living in different environments.
Background to the Renaissance	SS5.5.1	Unit 2: Background to the Renaissance Summary After barbarian tribes invaded from the north, the Roman Empire fell, and all of Europe settled into a dark and difficult time. Eventually scholars, artists, and scientists looked to the ancient past to light the path to modern times. They remembered ancient Greece and Rome, and by 1350 a period of rebirth known as the Renaissance was underway.

The Italian Renaissance	SS5.3.2	<p>Unit 3: The Italian Renaissance Summary</p> <p>The city-states of Italy paved the way for the Renaissance, or rebirth of interest in classical learning and the arts. Beginning around 1350, Venice, Rome, and Florence led the way. As towns grew, so did ideas and the arts. Talented people like Michelangelo, Leonardo da Vinci, and Brunelleschi spurred advances in art, architecture, literature, and science.</p>
The Renaissance Elsewhere and the Reformation		<p>Unit 4: The Renaissance Elsewhere and the Reformation Summary</p> <p>The Renaissance began in Italy, but quickly spread to the rest of Europe. Gutenberg's remarkable printing press brought new ideas to a wider audience, while scientists like Galileo studied the stars. European rulers brought about change with armies and art. But the biggest change of all came from a German monk named Martin Luther.</p>
Moving from Maps to the World		<p>Unit 5: Moving from Maps to the World Summary</p> <p>Where is that mountain? How long is that river? Scales and symbols help mapmakers show a great deal of information in a small space. Scales show the distances between places, while symbols are small pictures or shapes that represent the real thing.</p>
The Age of Exploration	SS5.3.3 SS5.4.1 SS5.4.2	<p>Unit 6: The Age of Exploration Summary</p> <p>The Age of Exploration began with some questions: How wide are the oceans? How large is Africa? What is the quickest way to reach the riches of the Indies? Is it possible to sail around the world? It continued with some answers, thanks to leaders like Prince Henry, King Ferdinand, and Queen Isabella, and explorers like Columbus, Balboa, and Magellan.</p>
The World They Found		<p>Unit 7: The World They Found Summary</p> <p>As explorers from Europe made their way to the Americas, they discovered civilizations that were rich in culture and tradition. See what these explorers learned from the New World of the Aztecs, Incas, and Maya, and learn what happened when the Old World encountered the New.</p>
Looking East: Ottomans and Mughals		<p>Unit 8: Looking East: Ottomans and Mughals Summary</p> <p>Take a closer look at the Eastern Hemisphere for a glimpse of life in the Ottoman Empire, which flourished under the leadership of Süleyman the Magnificent. In India, the Mughal Empire began and grew during the reigns of Babur and Akbar. Shah Jahan followed and left a lasting memorial, the Taj Mahal.</p>
Africa, China, and Japan	SS5.3.2	<p>Unit 9: Africa, China, and Japan Summary</p> <p>In Africa, the kingdom of Benin became a center of trade, which came to include the buying and selling of slaves. In China, the Ming Dynasty began. Yongle established Beijing as the Chinese capital and built the Forbidden City within its walls. In feudal Japan, the Portuguese discovered a rich world, which the Japanese shogun promptly closed to the West.</p>

England's Golden Age and Beyond		<p>Unit 10: England's Golden Age and Beyond Summary</p> <p>Explore the golden age of England, beginning with the powerful reign of Queen Elizabeth I. Meet Sir Francis Drake and participate in the defeat of the Spanish Armada. Enter the New World with Sir Walter Raleigh and enjoy the expressive language of William Shakespeare. Then learn about the Stuarts and the Glorious Revolution that followed</p>
The America They Found and Founded		<p>Unit 11: The America They Found and Founded Summary</p> <p>The first Americans arrived in North America during the Ice Age. Their descendents had spread across the continent and established major cultures when the Europeans arrived. These European settlers came looking for freedom, land, and gold. By 1750, thirteen British colonies dotted the American coastline.</p>
Graphs, Time Lines, and Geography Review		<p>Unit 12: Graphs, Time Lines, and Geography Review Summary</p> <p>Maps, graphs, and time lines are great tools for showing a lot of information quickly. Maps show places and how people interact with the environment. Graphs are useful for comparing geographic facts and figures. Time lines present important events in the order in which they took place.</p>
The American Revolution		<p>Unit 13: The American Revolution Summary</p> <p>Although initially proud to be English, the American colonists eventually rebelled against the British government. Their call for "no taxation without representation" became the battle cry of the American Revolution. This hard-fought war for independence brought a new American republic with strong leaders and loyal citizens.</p>