

Wyoming Department of Education Required Virtual Education Course Syllabus

Niobrara County School District # 1

Program Name	Wyoming Virtual Academy	Content Area	SS
Course ID	D-HST-08AV1-K	Grade Level	8
Course Name	Middle School World History II - Sem 1	# of Credits	
SCED Code		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

STANDARD#	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	Compare 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 events.
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). https://www.iste.org/standards/nets-for-students

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
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<p>Unit 1: Beginning Lesson 1.01: Getting Started</p>	<p>SS8.1.6 SS8.2.2 SS8.3.1 SS8.3.2 SS8.3.3 SS8.3.4 SS8.4.1 SS8.4.2 SS8.4.4 SS8.4.5 SS8.3.3 SS8.4.2 SS8.5.2 SS8.5.3 SS8.5.4 SS8.6.3</p>	<p>Review the late Middle Ages in Europe and Asia.</p> <p>Review basic geography skills.</p> <p>Define history and identify reasons for studying history.</p>
<p>Unit 1: Beginning Lesson 1.01: Getting Started (cont.)</p>		<p>Review the late Middle Ages in Europe and Asia.</p> <p>Review basic geography skills.</p> <p>Define history and identify reasons for studying history.</p>
<p>Unit 2: A Renaissance Begins in Europe Lesson 2.01: Europe Reborn: Discovering Greece and Rome</p>		
<p>Unit 2: A Renaissance Begins in Europe Lesson 2.01: Europe Reborn: Discovering Greece and Rome (cont.)</p>		
<p>Unit 2: A Renaissance Begins in Europe Lesson 2.01: Europe Reborn: Discovering Greece and Rome (cont.)</p>		
<p>Unit 2: A Renaissance Begins in Europe Lesson 2.01: Europe Reborn: Discovering Greece and Rome (cont.)</p>		
<p>Unit 2: A Renaissance Begins in Europe Lesson 2.02: Cities Spur Change</p>		<p>Identify Giotto as a fourteenth-century Italian painter who introduced lifelike figures to painting.</p> <p>Define the Renaissance as a period of artistic and literary achievement in Europe from the late fourteenth to the early seventeenth centuries, inspired by new interest in the classics.</p> <p>Define humanism as a movement that stressed the wisdom of the classics and the dignity of humans and human potential.</p> <p>Identify Petrarch as the fourteenth-century Italian</p>

		<p>scholar known as the father of humanism.</p> <p>Describe Dante's Divine Comedy as significant for introducing realistic characters to literature and being written in Italian, rather than Latin.</p> <p>Identify Dante as the fourteenth-century Italian poet who wrote The Divine Comedy.</p> <p>Explain that the word renaissance means "rebirth."</p> <p>Review historical events.</p>
<p>Unit 2: A Renaissance Begins in Europe Lesson 2.02: Cities Spur Change (cont.)</p>		<p>Identify Giotto as a fourteenth-century Italian painter who introduced lifelike figures to painting.</p> <p>Define the Renaissance as a period of artistic and literary achievement in Europe from the late fourteenth to the early seventeenth centuries, inspired by new interest in the classics.</p> <p>Define humanism as a movement that stressed the wisdom of the classics and the dignity of humans and human potential.</p> <p>Identify Petrarch as the fourteenth-century Italian scholar known as the father of humanism.</p> <p>Describe Dante's Divine Comedy as significant for introducing realistic characters to literature and being written in Italian, rather than Latin.</p> <p>Identify Dante as the fourteenth-century Italian poet who wrote The Divine Comedy.</p> <p>Explain that the word renaissance means "rebirth."</p> <p>Review historical events.</p>
<p>Unit 2: A Renaissance Begins in Europe Lesson 2.02: Cities Spur Change (cont.)</p>		<p>Identify Giotto as a fourteenth-century Italian painter who introduced lifelike figures to painting.</p> <p>Define the Renaissance as a period of artistic and literary achievement in Europe from the late fourteenth to the early seventeenth centuries, inspired by new interest in the classics.</p> <p>Define humanism as a movement that stressed the wisdom of the classics and the dignity of humans and human potential.</p> <p>Identify Petrarch as the fourteenth-century Italian scholar known as the father of humanism.</p> <p>Describe Dante's Divine Comedy as significant for</p>

		<p>introducing realistic characters to literature and being written in Italian, rather than Latin.</p> <p>Identify Dante as the fourteenth-century Italian poet who wrote The Divine Comedy.</p> <p>Explain that the word renaissance means "rebirth."</p> <p>Review historical events.</p>
<p>Unit 2: A Renaissance Begins in Europe Lesson 2.03: Genius in Florence</p>		<p>Explain the social significance of the printing press.</p> <p>Describe Renaissance cities as catalysts for change at the close of the Middle Ages.</p> <p>Describe the role of guilds in Italian city-states.</p> <p>Identify on a map major city-states including Venice, Florence, Rome, and the German city of Augsburg.</p> <p>Define manuscript and explain why manuscripts were very expensive.</p> <p>Explain that Italian city-states were often republics led by powerful merchant families.</p> <p>Describe major characteristics of some of the city-states and identify some of the important individuals associated with them.</p> <p>Identify Johannes Gutenberg as the fifteenth-century inventor of the modern printing press.</p>
<p>Unit 2: A Renaissance Begins in Europe Lesson 2.03: Genius in Florence (cont.)</p>		<p>Explain the social significance of the printing press.</p> <p>Describe Renaissance cities as catalysts for change at the close of the Middle Ages.</p> <p>Describe the role of guilds in Italian city-states.</p> <p>Identify on a map major city-states including Venice, Florence, Rome, and the German city of Augsburg.</p> <p>Define manuscript and explain why manuscripts were very expensive.</p> <p>Explain that Italian city-states were often republics led by powerful merchant families.</p> <p>Describe major characteristics of some of the city-states and identify some of the important individuals associated with them.</p>

		Identify Johannes Gutenberg as the fifteenth-century inventor of the modern printing press.
Unit 2: A Renaissance Begins in Europe Lesson 2.03: Genius in Florence (cont.)		<p>Explain the social significance of the printing press.</p> <p>Describe Renaissance cities as catalysts for change at the close of the Middle Ages.</p> <p>Describe the role of guilds in Italian city-states.</p> <p>Identify on a map major city-states including Venice, Florence, Rome, and the German city of Augsburg.</p> <p>Define manuscript and explain why manuscripts were very expensive.</p> <p>Explain that Italian city-states were often republics led by powerful merchant families.</p> <p>Describe major characteristics of some of the city-states and identify some of the important individuals associated with them.</p> <p>Identify Johannes Gutenberg as the fifteenth-century inventor of the modern printing press.</p>
Unit 2: A Renaissance Begins in Europe Lesson 2.04: Rome Revived		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 2.04: 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		
Unit 2: A Renaissance Begins in Europe Lesson 2.06: Unit Review		
Unit 2: A Renaissance Begins in Europe Lesson 2.07: Unit Assessment	SS8.1.6 SS8.2.2 SS8.3.1 SS8.3.2 SS8.3.3 SS8.3.4 SS8.4.1 SS8.4.2 SS8.4.4 SS8.4.5 SS8.3.3 SS8.4.2	Explain the social significance of the printing press.

	SS8.5.2 SS8.5.3 SS8.5.4 SS8.6.3	
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. Define courtier. Identify Castiglione and his view of the ideal Renaissance courtier. Identify Machiavelli as the Italian author of The Prince. Identify Isabella d'Este as a "Renaissance woman" who ruled a city-state and made it a center of learning and art. Summarize the main ideas of The Prince and describe the influence it had on European rulers.
Unit 3: The Spread of New Ideas Lesson 3.02: The Renaissance Beyond Italy		Identify means by which European monarchs solidified their power. Identify major artists of the Northern Renaissance (including Van Eyck, Dürer, and Holbein) and their accomplishments. Recognize how Renaissance ideas spread beyond Italy. Describe Christian humanism. Identify Erasmus. Describe the differences between Renaissance art from Italy and from northern Europe. Identify on a map countries that had strong monarchs by the 1500s and areas that were not nation-states. Identify Thomas More.
Unit 3: The Spread of New Ideas Lesson 3.02: The Renaissance Beyond Italy (cont.)		Identify means by which European monarchs solidified their power. Identify major artists of the Northern Renaissance

		<p>(including Van Eyck, Dürer, and Holbein) and their accomplishments.</p> <p>Recognize how Renaissance ideas spread beyond Italy.</p> <p>Describe Christian humanism.</p> <p>Identify Erasmus.</p> <p>Describe the differences between Renaissance art from Italy and from northern Europe.</p> <p>Identify on a map countries that had strong monarchs by the 1500s and areas that were not nation-states.</p> <p>Identify Thomas More.</p>
<p>Unit 3: The Spread of New Ideas Lesson 3.02: The Renaissance Beyond Italy (cont.)</p>		<p>Identify means by which European monarchs solidified their power.</p> <p>Identify major artists of the Northern Renaissance (including Van Eyck, Dürer, and Holbein) and their accomplishments.</p> <p>Recognize how Renaissance ideas spread beyond Italy.</p> <p>Describe Christian humanism.</p> <p>Identify Erasmus.</p> <p>Describe the differences between Renaissance art from Italy and from northern Europe.</p> <p>Identify on a map countries that had strong monarchs by the 1500s and areas that were not nation-states.</p> <p>Identify Thomas More.</p>
<p>Unit 3: The Spread of New Ideas Lesson 3.03: The Reformation Splits Christendom</p>		<p>Define the Reformation.</p> <p>Describe the belief in purgatory and indulgences and how indulgences came to be given in exchange for money.</p> <p>Summarize Luther's arguments with the Church.</p> <p>Explain the origins of the terms "Protestant" and "Catholic".</p> <p>Explain the relationship between the Renaissance interest in ancient texts and the demand for church reform.</p>

		<p>Identify Martin Luther.</p> <p>Identify John Calvin.</p> <p>Identify Henry VIII.</p> <p>Recognize the significance of Luther's translation of the Bible into German.</p>
<p>Unit 3: The Spread of New Ideas Lesson 3.03: The Reformation Splits Christendom (cont.)</p>		<p>Define the Reformation.</p> <p>Describe the belief in purgatory and indulgences and how indulgences came to be given in exchange for money.</p> <p>Summarize Luther's arguments with the Church.</p> <p>Explain the origins of the terms "Protestant" and "Catholic".</p> <p>Explain the relationship between the Renaissance interest in ancient texts and the demand for church reform.</p> <p>Identify Martin Luther.</p> <p>Identify John Calvin.</p> <p>Identify Henry VIII.</p> <p>Recognize the significance of Luther's translation of the Bible into German.</p>
<p>Unit 3: The Spread of New Ideas Lesson 3.04: Your Choice</p>		<p>Define the Reformation.</p> <p>Describe the belief in purgatory and indulgences and how indulgences came to be given in exchange for money.</p> <p>Summarize Luther's arguments with the Church.</p> <p>Explain the origins of the terms "Protestant" and "Catholic".</p> <p>Explain the relationship between the Renaissance interest in ancient texts and the demand for church reform.</p> <p>Identify Martin Luther.</p> <p>Identify John Calvin.</p>

		<p>Identify Henry VIII.</p> <p>Recognize the significance of Luther's translation of the Bible into German.</p>
<p>Unit 3: The Spread of New Ideas Lesson 3.05: The Counter-Reformation and Beyond</p>		<p>Identify the Reformation.</p> <p>Describe the Counter-Reformation.</p> <p>Identify Teresa of Avila.</p> <p>Identify Ignatius of Loyola.</p> <p>Identify at least three steps taken by the Council of Trent to correct the course of the Catholic Church.</p> <p>Give examples of how the Catholic/Protestant split led to political rivalries and wars in Europe.</p> <p>Describe methods the Catholic Church used to try to contain the spread of Protestantism, including the banning of books, and the Inquisition.</p>
<p>Unit 3: The Spread of New Ideas Lesson 3.05: The Counter-Reformation and Beyond (cont.)</p>		<p>Identify the Reformation.</p> <p>Describe the Counter-Reformation.</p> <p>Identify Teresa of Avila.</p> <p>Identify Ignatius of Loyola.</p> <p>Identify at least three steps taken by the Council of Trent to correct the course of the Catholic Church.</p> <p>Give examples of how the Catholic/Protestant split led to political rivalries and wars in Europe.</p> <p>Describe methods the Catholic Church used to try to contain the spread of Protestantism, including the banning of books, and the Inquisition.</p>
<p>Unit 3: The Spread of New Ideas Lesson 3.05: The Counter-Reformation and Beyond (cont.)</p>		<p>Identify the Reformation.</p> <p>Describe the Counter-Reformation.</p> <p>Identify Teresa of Avila.</p> <p>Identify Ignatius of Loyola.</p> <p>Identify at least three steps taken by the Council of Trent to correct the course of the Catholic Church.</p> <p>Give examples of how the Catholic/Protestant split led to political rivalries and wars in Europe.</p> <p>Describe methods the Catholic Church used to try to</p>

		contain the spread of Protestantism, including the banning of books, and the Inquisition.
Unit 3: The Spread of New Ideas Lesson 3.05: The Counter-Reformation and Beyond (cont.)		<p>Identify the Reformation.</p> <p>Describe the Counter-Reformation.</p> <p>Identify Teresa of Avila.</p> <p>Identify Ignatius of Loyola.</p> <p>Identify at least three steps taken by the Council of Trent to correct the course of the Catholic Church.</p> <p>Give examples of how the Catholic/Protestant split led to political rivalries and wars in Europe.</p> <p>Describe methods the Catholic Church used to try to contain the spread of Protestantism, including the banning of books, and the Inquisition.</p>
Unit 3: The Spread of New Ideas Lesson 3.06: Your Choice		
Unit 3: The Spread of New Ideas Lesson 3.07: Unit Review		
Unit 3: The Spread of New Ideas Lesson 3.08: Unit Assessment	SS8.1.6 SS8.2.2 SS8.3.1 SS8.3.2 SS8.3.3 SS8.3.4 SS8.4.1 SS8.4.2 SS8.4.4 SS8.4.5 SS8.3.3 SS8.4.2 SS8.5.2 SS8.5.3 SS8.5.4 SS8.6.3 SS8.6.4	<p>Locate on a map the major nations of Europe in the 1500s.</p> <p>Summarize the main ideas of The Prince.</p> <p>Explain how the Reformation led to political conflict and warfare during the 1500s.</p>
Unit 4: New Powers in Asia Lesson 4.01: Three Islamic Empires		<p>Identify Akbar as the ruler of the Mughal Empire who practiced religious and cultural tolerance in India.</p> <p>Recognize that the Islamic world experienced hardships at the hands of Mongol conquerors during the time of the European Middle Ages.</p> <p>Identify Süleyman as the sixteenth-century Ottoman emperor who developed a code of law for the empire and was known outside the empire as</p>

		<p>"Süleyman the Magnificent."</p> <p>Identify Osman as the Muslim, Turkish nomad who founded the Ottoman Empire in the thirteenth century.</p> <p>Recognize the Taj Mahal as the seventeenth-century architectural masterpiece of the Mughal Empire.</p> <p>Recognize the extent of the Ottoman Empire at its height, identify the countries in that area today, and identify Istanbul as the capital of the empire.</p> <p>Locate on a map the fifteenth-century Persian Safavid Empire, and identify the countries that are in that area today and their religious affiliation.</p> <p>Describe the political and religious conflicts between the Ottoman and Safavid Empires.</p>
<p>Unit 4: New Powers in Asia Lesson 4.01: Three Islamic Empires (cont.)</p>		<p>Identify Akbar as the ruler of the Mughal Empire who practiced religious and cultural tolerance in India.</p> <p>Recognize that the Islamic world experienced hardships at the hands of Mongol conquerors during the time of the European Middle Ages.</p> <p>Identify Süleyman as the sixteenth-century Ottoman emperor who developed a code of law for the empire and was known outside the empire as "Süleyman the Magnificent."</p> <p>Identify Osman as the Muslim, Turkish nomad who founded the Ottoman Empire in the thirteenth century.</p> <p>Recognize the Taj Mahal as the seventeenth-century architectural masterpiece of the Mughal Empire.</p> <p>Recognize the extent of the Ottoman Empire at its height, identify the countries in that area today, and identify Istanbul as the capital of the empire.</p> <p>Locate on a map the fifteenth-century Persian Safavid Empire, and identify the countries that are in that area today and their religious affiliation.</p> <p>Describe the political and religious conflicts between the Ottoman and Safavid Empires.</p>
<p>Unit 4: New Powers in Asia Lesson 4.01: Three Islamic Empires (cont.)</p>		<p>Identify Akbar as the ruler of the Mughal Empire who practiced religious and cultural tolerance in India.</p> <p>Recognize that the Islamic world experienced hardships at the hands of Mongol conquerors during the time of the European Middle Ages.</p>

		<p>Identify Süleyman as the sixteenth-century Ottoman emperor who developed a code of law for the empire and was known outside the empire as "Süleyman the Magnificent."</p> <p>Identify Osman as the Muslim, Turkish nomad who founded the Ottoman Empire in the thirteenth century.</p> <p>Recognize the Taj Mahal as the seventeenth-century architectural masterpiece of the Mughal Empire.</p> <p>Recognize the extent of the Ottoman Empire at its height, identify the countries in that area today, and identify Istanbul as the capital of the empire.</p> <p>Locate on a map the fifteenth-century Persian Safavid Empire, and identify the countries that are in that area today and their religious affiliation.</p> <p>Describe the political and religious conflicts between the Ottoman and Safavid Empires.</p>
<p>Unit 4: New Powers in Asia Lesson 4.02: Ming China and Feudal Japan</p>		<p>Describe the Japanese feudal system and the role of the samurai and the code of bushido.</p> <p>Identify the Tokugawa shogunate and its reasons for closing Japan to foreign influence.</p> <p>Recognize that the Chinese people sought to be free of Mongol rule in the thirteenth and fourteenth centuries.</p> <p>Explain why the Chinese rebuilt the Great Wall in the 1400s.</p> <p>Describe artistic and political achievements in China under the Ming dynasty.</p> <p>Identify the accomplishments of Zheng He and his expeditions.</p> <p>Locate on a map the four major islands of Japan. Describe the Forbidden City.</p> <p>Define civil service.</p> <p>Identify the major religions of Japan and their beliefs.</p>
<p>Unit 4: New Powers in Asia Lesson 4.02: Ming China and Feudal Japan (cont.)</p>		<p>Describe the Japanese feudal system and the role of the samurai and the code of bushido.</p> <p>Identify the Tokugawa shogunate and its</p>

		<p>reasons for closing Japan to foreign influence.</p> <p>Recognize that the Chinese people sought to be free of Mongol rule in the thirteenth and fourteenth centuries.</p> <p>Explain why the Chinese rebuilt the Great Wall in the 1400s.</p> <p>Describe artistic and political achievements in China under the Ming dynasty.</p> <p>Identify the accomplishments of Zheng He and his expeditions.</p> <p>Locate on a map the four major islands of Japan. Describe the Forbidden City.</p> <p>Define civil service.</p> <p>Identify the major religions of Japan and their beliefs.</p>
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<p>Unit 4: New Powers in Asia Lesson 4.02: Ming China and Feudal Japan (cont.)</p>		<p>Describe the Japanese feudal system and the role of the samurai and the code of bushido.</p> <p>Identify the Tokugawa shogunate and its reasons for closing Japan to foreign influence.</p> <p>Recognize that the Chinese people sought to be free of Mongol rule in the thirteenth and fourteenth centuries.</p> <p>Explain why the Chinese rebuilt the Great Wall in the 1400s.</p> <p>Describe artistic and political achievements in China under the Ming dynasty.</p> <p>Identify the accomplishments of Zheng He and his expeditions.</p> <p>Locate on a map the four major islands of Japan. Describe the Forbidden City.</p> <p>Define civil service.</p> <p>Identify the major religions of Japan and their beliefs.</p>
<p>Unit 4: New Powers in Asia Lesson 4.03: Russia Rising</p>		<p>Describe the Mongol conquest of Russia.</p> <p>Identify Ivan III as Ivan the Great and describe his accomplishments.</p> <p>Define kremlin and explain Ivan's purpose in restoring the Kremlin in Moscow.</p> <p>Describe the methods Ivan the Great used to conquer Russia and then unify and glorify it.</p> <p>Identify Russia as the largest country in the world.</p> <p>Identify Vladimir as the tenth-century Grand Prince of Kiev who ordered Russians to convert to Orthodox Christianity.</p> <p>Locate Russia on a map and identify its boundaries, major land features, and cities.</p> <p>Identify Ivan IV as Ivan the Terrible, and describe how he earned his nickname.</p>

<p>Unit 4: New Powers in Asia Lesson 4.03: Russia Rising (cont.)</p>		<p>Describe the Mongol conquest of Russia.</p> <p>Identify Ivan III as Ivan the Great and describe his accomplishments.</p> <p>Define kremlin and explain Ivan's purpose in restoring the Kremlin in Moscow.</p> <p>Describe the methods Ivan the Great used to conquer Russia and then unify and glorify it.</p> <p>Identify Russia as the largest country in the world.</p> <p>Identify Vladimir as the tenth-century Grand Prince of Kiev who ordered Russians to convert to Orthodox Christianity.</p> <p>Locate Russia on a map and identify its boundaries, major land features, and cities.</p> <p>Identify Ivan IV as Ivan the Terrible, and describe how he earned his nickname.</p>
<p>Unit 4: New Powers in Asia Lesson 4.03: Russia Rising (cont.)</p>		<p>Describe the Mongol conquest of Russia.</p> <p>Identify Ivan III as Ivan the Great and describe his accomplishments.</p> <p>Define kremlin and explain Ivan's purpose in restoring the Kremlin in Moscow.</p> <p>Describe the methods Ivan the Great used to conquer Russia and then unify and glorify it.</p> <p>Identify Russia as the largest country in the world.</p> <p>Identify Vladimir as the tenth-century Grand Prince of Kiev who ordered Russians to convert to Orthodox Christianity.</p> <p>Locate Russia on a map and identify its boundaries, major land features, and cities.</p> <p>Identify Ivan IV as Ivan the Terrible, and describe how he earned his nickname.</p>
<p>Unit 4: New Powers in Asia Lesson 4.04: Unit Review</p>		
<p>Unit 4: New Powers in Asia Lesson 4.05: Unit Assessment</p>	<p>SS8.1.6 SS8.2.2 SS8.3.1 SS8.3.2 SS8.3.3 SS8.3.4</p>	<p>Explain why the Chinese and Japanese decided to cut off contact with foreigners, and describe the results of those decisions.</p> <p>Explain the division of Islam into Sunni and Shi'ah.</p>

	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	
Unit 4: New Powers in Asia Lesson 4.06: Your Choice		
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.)		<p>Locate Portugal, Spain, the Atlantic Ocean, the Mediterranean Sea, and the Cape of Good Hope on a map.</p> <p>Identify two improvements in navigation and explain that they allowed sailors to travel farther from land.</p> <p>Identify Columbus as the Italian navigator who first sailed west to get to Asia, and Ferdinand and Isabella of Spain as his sponsors.</p> <p>Describe the reasons for European interest in traveling by sea to Asia in the fifteenth century.</p> <p>Identify Dias as the Portuguese explorer who first rounded the southern tip of Africa.</p> <p>Explain that Columbus called the people he met "Indians" because he thought he had reached the Indies of East Asia.</p> <p>Identify Prince Henry the Navigator as the Portuguese patron of sea expeditions.</p> <p>Trace on a map the route of Columbus's first voyage, and identify San Salvador as his landing point.</p>
Unit 5: Europe Seeks Asia and Meets the Americas Lesson 5.02: Your Choice		
Unit 5: Europe Seeks Asia and Meets the Americas Lesson 5.03: Filling in the Map		

<p>Unit 5: Europe Seeks Asia and Meets the Americas Lesson 5.03: Filling in the Map (cont.)</p>		
<p>Unit 5: Europe Seeks Asia and Meets the Americas Lesson 5.03: Filling in the Map (cont.)</p>		<p>Identify Ferdinand Magellan.</p> <p>Identify the Line of Demarcation and explain its purpose.</p> <p>Describe the events leading to Portugal's claim to Brazil and the consequences of that claim.</p> <p>Identify Vasco da Gama.</p> <p>Summarize the significant events of Magellan's voyage.</p> <p>Recognize that fifteenth-century standards for the behavior of nations differed from modern standards.</p> <p>Locate on a map the route Magellan took, the major land areas and bodies of water on the route, and the distance the expedition traveled.</p> <p>Identify Pedro Cabral.</p>
<p>Unit 5: Europe Seeks Asia and Meets the Americas Lesson 5.04: Your Choice</p>		
<p>Unit 5: Europe Seeks Asia and Meets the Americas Lesson 5.05: Old Civilizations</p>		<p>Describe the origins of Mexico's name and flag.</p> <p>Recognize that the term "new world" reflected only the European view of the continents they learned about in the fifteenth and sixteenth centuries.</p> <p>Identify Hiram Bingham as the modern discoverer of the lost city of Machu Picchu.</p> <p>Summarize the major achievements and characteristics of Aztec civilization.</p> <p>Summarize the major achievements and characteristics of Inca civilization.</p> <p>Summarize the major achievements and characteristics of Maya civilization.</p> <p>Identify the Olmecs as possibly the earliest civilization in the Americas.</p>

		<p>Define civilization.</p> <p>Locate the Olmec, Maya, Aztec, and Inca Empires on a map.</p>
<p>Unit 5: Europe Seeks Asia and Meets the Americas Lesson 5.05: Old Civilizations (cont.)</p>		<p>Describe the origins of Mexico's name and flag.</p> <p>Recognize that the term "new world" reflected only the European view of the continents they learned about in the fifteenth and sixteenth centuries.</p> <p>Identify Hiram Bingham as the modern discoverer of the lost city of Machu Picchu.</p> <p>Summarize the major achievements and characteristics of Aztec civilization.</p> <p>Summarize the major achievements and characteristics of Inca civilization.</p> <p>Summarize the major achievements and characteristics of Maya civilization.</p> <p>Identify the Olmecs as possibly the earliest civilization in the Americas.</p> <p>Define civilization.</p> <p>Locate the Olmec, Maya, Aztec, and Inca Empires on a map.</p>
<p>Unit 5: Europe Seeks Asia and Meets the Americas Lesson 5.05: Old Civilizations (cont.)</p>		<p>Describe the origins of Mexico's name and flag.</p> <p>Recognize that the term "new world" reflected only the European view of the continents they learned about in the fifteenth and sixteenth centuries.</p> <p>Identify Hiram Bingham as the modern discoverer of the lost city of Machu Picchu.</p> <p>Summarize the major achievements and characteristics of Aztec civilization.</p> <p>Summarize the major achievements and characteristics of Inca civilization.</p>

		<p>Summarize the major achievements and characteristics of Maya civilization.</p> <p>Identify the Olmecs as possibly the earliest civilization in the Americas.</p> <p>Define civilization.</p> <p>Locate the Olmec, Maya, Aztec, and Inca Empires on a map.</p>
<p>Unit 5: Europe Seeks Asia and Meets the Americas Lesson 5.06: Unit Review</p>		
<p>Unit 5: Europe Seeks Asia and Meets the Americas Lesson 5.07: Unit Assessment</p>	<p>SS8.1.6 SS8.2.2 SS8.3.1 SS8.3.2 SS8.3.3 SS8.3.4 SS8.4.1 SS8.4.2 SS8.4.4 SS8.4.5 SS8.3.3 SS8.4.2 SS8.5.2 SS8.5.3 SS8.5.4 SS8.6.3 SS8.6.4</p>	<p>Identify two improvements in navigation and explain that they allowed sailors to travel farther from land.</p>
<p>Unit 6: Exploration Changes the World Lesson 6.01: Clash of Civilizations</p>		
<p>Unit 6: Exploration Changes the World Lesson 6.01: Clash of Civilizations (cont.)</p>		<p>Identify Moctezuma.</p> <p>Describe the characteristics of the Aztec and Inca Empires that contributed to their decline.</p> <p>Identify Hernán Cortés and summarize the events that led to the decline of the Aztec Empire.</p> <p>Define conquistador.</p> <p>Identify Francisco Pizarro and summarize the events that led to the decline of the Inca Empire.</p>
<p>Unit 6: Exploration Changes the World Lesson 6.02: The Spanish and Portuguese Empires</p>		<p>Explain why the native population declined so rapidly and describe how the Spanish government responded to the decline.</p> <p>Describe the system for governing the Spanish colonies.</p>

		<p>Explain why friars and Jesuits went to the colonies and describe the methods they used to achieve their goals.</p> <p>Define peninsulare, creole, and mestizo and describe their places in the social structure of the colonies.</p> <p>Give examples of goods that Europeans wanted from the Americas.</p> <p>Describe the lives of the native peoples under the encomienda system.</p> <p>Recognize that many missionaries like Las Casas protested to their government about the treatment of the Indians.</p>
<p>Unit 6: Exploration Changes the World Lesson 6.02: The Spanish and Portuguese Empires (cont.)</p>		<p>Explain why the native population declined so rapidly and describe how the Spanish government responded to the decline.</p> <p>Describe the system for governing the Spanish colonies.</p> <p>Explain why friars and Jesuits went to the colonies and describe the methods they used to achieve their goals.</p> <p>Define peninsulare, creole, and mestizo and describe their places in the social structure of the colonies.</p> <p>Give examples of goods that Europeans wanted from the Americas.</p> <p>Describe the lives of the native peoples under the encomienda system.</p> <p>Recognize that many missionaries like Las Casas protested to their government about the treatment of the Indians.</p>
<p>Unit 6: Exploration Changes the World Lesson 6.03: Columbian Exchange</p>		<p>Distinguish between intentional and unintentional consequences.</p> <p>Describe the Columbian Exchange.</p> <p>Recognize significant plants that were introduced to the New World from the Old World and describe their impact.</p> <p>Use maps to gain information on the Columbian Exchange.</p> <p>Recognize animals that were introduced to the New World from the Old World and describe their</p>

		<p>impact. Define hemisphere.</p> <p>Recognize significant plants that were introduced to the Old World from the New World and describe their impact.</p>
<p>Unit 6: Exploration Changes the World Lesson 6.04: Songhai, Benin, and the New Slave Trade</p>		<p>Describe the culture and government of Benin. Identify the major events and people in the history of Songhai.</p> <p>Recognize that slavery had existed for thousands of years in many parts of the world before the 1500s.</p> <p>Explain the origins and nature of the Portuguese slave trade.</p> <p>Describe the change that took place in the African slave trade in the 1500s.</p> <p>Describe the savanna and the rain forest.</p> <p>Describe the Middle Passage and the toll it took on people.</p> <p>Identify on a map the major cities and geographical features of Songhai and Benin.</p> <p>Recognize that the people in the African kingdoms identified themselves with members of their own tribe, not with the inhabitants of the entire continent.</p>
<p>Unit 6: Exploration Changes the World Lesson 6.04: Songhai, Benin, and the New Slave Trade (cont.)</p>		<p>Describe the culture and government of Benin. Identify the major events and people in the history of Songhai.</p> <p>Recognize that slavery had existed for thousands of years in many parts of the world before the 1500s.</p> <p>Explain the origins and nature of the Portuguese slave trade.</p> <p>Describe the change that took place in the African slave trade in the 1500s.</p> <p>Describe the savanna and the rain forest.</p> <p>Describe the Middle Passage and the toll it took on people.</p> <p>Identify on a map the major cities and geographical features of Songhai and Benin.</p> <p>Recognize that the people in the African kingdoms identified themselves with members of their own</p>

		<p>tribe, not with the inhabitants of the entire continent.</p>
<p>Unit 6: Exploration Changes the World Lesson 6.04: Songhai, Benin, and the New Slave Trade (cont.)</p>		<p>Describe the culture and government of Benin. Identify the major events and people in the history of Songhai.</p> <p>Recognize that slavery had existed for thousands of years in many parts of the world before the 1500s.</p> <p>Explain the origins and nature of the Portuguese slave trade.</p> <p>Describe the change that took place in the African slave trade in the 1500s.</p> <p>Describe the savanna and the rain forest.</p> <p>Describe the Middle Passage and the toll it took on people.</p> <p>Identify on a map the major cities and geographical features of Songhai and Benin.</p> <p>Recognize that the people in the African kingdoms identified themselves with members of their own tribe, not with the inhabitants of the entire continent.</p>
<p>Unit 6: Exploration Changes the World Lesson 6.05: Your Choice</p>		
<p>Unit 6: Exploration Changes the World Lesson 6.06: Unit Review</p>		<p>Demonstrate mastery of important knowledge and skills taught in the Exploration Changes the World unit.</p>
<p>Unit 6: Exploration Changes the World Lesson 6.07: Unit Assessment</p>		
<p>Unit 7: Changing Empires, Changing Ideas Lesson 7.01: Elizabethan England and North American Initiatives</p>		<p>Identify Queen Mary and what she is known for.</p> <p>Describe English explorations in the sixteenth century and the explorers who led them.</p> <p>Identify Elizabeth I and her accomplishments.</p> <p>Identify Edmund Spenser and William Shakespeare and their accomplishments.</p> <p>Describe the causes and results of England's conflict with Spain.</p>
<p>Unit 7: Changing Empires, Changing Ideas Lesson 7.01: Elizabethan England and North American Initiatives (cont.)</p>		<p>Identify Queen Mary and what she is known for.</p> <p>Describe English explorations in the sixteenth century and the explorers who led them.</p>

		<p>Identify Elizabeth I and her accomplishments.</p> <p>Identify Edmund Spenser and William Shakespeare and their accomplishments.</p> <p>Describe the causes and results of England's conflict with Spain.</p>
<p>Unit 7: Changing Empires, Changing Ideas Lesson 7.01: Elizabethan England and North American Initiatives (cont.)</p>		<p>Identify Queen Mary and what she is known for.</p> <p>Describe English explorations in the sixteenth century and the explorers who led them.</p> <p>Identify Elizabeth I and her accomplishments.</p> <p>Identify Edmund Spenser and William Shakespeare and their accomplishments.</p> <p>Describe the causes and results of England's conflict with Spain.</p>
<p>Unit 7: Changing Empires, Changing Ideas Lesson 7.02: England: Civil War and Empire</p>		<p>Explain reasons for the conflict between James I and Charles I and the English Parliament.</p> <p>Describe the major events of the Restoration. Define political revolution.</p> <p>Recognize key goals, events, problems, and people in the settlement of the English colonies in North America.</p> <p>Identify on a map the areas/countries that make up Great Britain, England, and the United Kingdom.</p> <p>Identify significant individuals and events in the English Civil War.</p>
<p>Unit 7: Changing Empires, Changing Ideas Lesson 7.02: England: Civil War and Empire (cont.)</p>		<p>Explain reasons for the conflict between James I and Charles I and the English Parliament.</p> <p>Describe the major events of the Restoration. Define political revolution.</p> <p>Recognize key goals, events, problems, and people in the settlement of the English colonies in North America.</p> <p>Identify on a map the areas/countries that make up Great Britain, England, and the United Kingdom.</p> <p>Identify significant individuals and events in the English Civil War.</p>

<p>Unit 7: Changing Empires, Changing Ideas Lesson 7.02: England: Civil War and Empire (cont.)</p>		<p>Explain reasons for the conflict between James I and Charles I and the English Parliament.</p> <p>Describe the major events of the Restoration. Define political revolution.</p> <p>Recognize key goals, events, problems, and people in the settlement of the English colonies in North America.</p> <p>Identify on a map the areas/countries that make up Great Britain, England, and the United Kingdom.</p> <p>Identify significant individuals and events in the English Civil War.</p>
<p>Unit 7: Changing Empires, Changing Ideas Lesson 7.03: The Scientific Revolution</p>		<p>Identify Vesalius.</p> <p>Trace the development of scientific thought during the Scientific Revolution.</p> <p>Identify Copernicus.</p> <p>Define the Scientific Revolution.</p> <p>Define heliocentric and geocentric.</p> <p>Recognize the work of Descartes and Bacon in developing reliable ways to acquire knowledge.</p> <p>Recognize Newton's achievements in science and mathematics and his impact on the field of scientific study.</p> <p>Summarize Galileo's achievements and the obstacles he faced.</p>
<p>Unit 7: Changing Empires, Changing Ideas Lesson 7.03: The Scientific Revolution (cont.)</p>		<p>Identify Vesalius.</p> <p>Trace the development of scientific thought during the Scientific Revolution.</p> <p>Identify Copernicus.</p> <p>Define the Scientific Revolution.</p> <p>Define heliocentric and geocentric.</p> <p>Recognize the work of Descartes and Bacon in developing reliable ways to acquire knowledge.</p> <p>Recognize Newton's achievements in science and mathematics and his impact on the field of scientific study.</p> <p>Summarize Galileo's achievements and the</p>

		<p>obstacles he faced.</p>
<p>Unit 7: Changing Empires, Changing Ideas Lesson 7.03: The Scientific Revolution (cont.)</p>		<p>Identify Vesalius.</p> <p>Trace the development of scientific thought during the Scientific Revolution.</p> <p>Identify Copernicus.</p> <p>Define the Scientific Revolution.</p> <p>Define heliocentric and geocentric.</p> <p>Recognize the work of Descartes and Bacon in developing reliable ways to acquire knowledge.</p> <p>Recognize Newton's achievements in science and mathematics and his impact on the field of scientific study.</p> <p>Summarize Galileo's achievements and the obstacles he faced.</p>
<p>Unit 7: Changing Empires, Changing Ideas Lesson 7.04: The Enlightenment: An Age of Reason</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.</p> <p>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 7.04: 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 7.04: 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 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</p>	<p>Trace the development of scientific thought during the Scientific Revolution.</p>

	SS8.5.2 SS8.5.3 SS8.5.4 SS8.6.3 SS8.6.4	
Unit 8: Writing Lesson 8.01: Writing from Research		Identify significant individuals who lived between 1300 and 1800 and explain how their ideas and work changed society. Assess the changes that took place in the way most Europeans thought between 1300 and 1800. Write a research-based essay on the impact of one individual on European thought during the period from 1300 to 1800.
Unit 8: Writing Lesson 8.01: Writing from Research (cont.)		Identify significant individuals who lived between 1300 and 1800 and explain how their ideas and work changed society. Assess the changes that took place in the way most Europeans thought between 1300 and 1800. Write a research-based essay on the impact of one individual on European thought during the period from 1300 to 1800.
Unit 8: Writing Lesson 8.01: Writing from Research (cont.)	SS8.2.2 SS8.3.2 SS8.3.3 SS8.4.1 SS8.4.2 SS8.4.5 SS8.3.3 SS8.4.2 SS8.5.2 SS8.5.3 SS8.5.4 SS8.6.1 SS8.6.2 SS8.6.3 SS8.6.4	Identify significant individuals who lived between 1300 and 1800 and explain how their ideas and work changed society. Assess the changes that took place in the way most Europeans thought between 1300 and 1800. Write a research-based essay on the impact of one individual on European thought during the period from 1300 to 1800.
Unit 8: Writing Lesson 8.02: Your Choice		

<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>Demonstrate mastery of important knowledge and skills taught in the Changing Empires, Changing Ideas 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>SS8.1.1 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>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>Describe the events that led to war between Britain and the colonies.</p> <p>Explain why Parliament imposed taxes after 1763 and why the colonists reacted as they did.</p> <p>Summarize the reasons for a Constitutional Convention in 1787 and its accomplishments.</p> <p>Identify George Washington and his contributions to the revolution.</p> <p>Identify Montesquieu, Locke, and Jefferson and their political ideas.</p> <p>Summarize the arguments Thomas Paine put forth in Common Sense, and their influence on colonial opinion regarding independence.</p> <p>Summarize the major ideas of the Declaration of Independence.</p> <p>Summarize the attitude of most colonists toward Britain in 1763 and the reasons for their attitude.</p> <p>Review historical events.</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>Describe the events that led to war between Britain and the colonies.</p> <p>Explain why Parliament imposed taxes after 1763 and why the colonists reacted as they did.</p> <p>Summarize the reasons for a Constitutional Convention in 1787 and its accomplishments.</p> <p>Identify George Washington and his contributions to the revolution.</p> <p>Identify Montesquieu, Locke, and Jefferson and their political ideas.</p> <p>Summarize the arguments Thomas Paine put forth in Common Sense, and their influence on colonial opinion regarding independence.</p> <p>Summarize the major ideas of the Declaration of</p>

		<p>Independence.</p> <p>Summarize the attitude of most colonists toward Britain in 1763 and the reasons for their attitude.</p> <p>Review historical events.</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>Describe the events that led to war between Britain and the colonies.</p> <p>Explain why Parliament imposed taxes after 1763 and why the colonists reacted as they did.</p> <p>Summarize the reasons for a Constitutional Convention in 1787 and its accomplishments.</p> <p>Identify George Washington and his contributions to the revolution.</p> <p>Identify Montesquieu, Locke, and Jefferson and their political ideas.</p> <p>Summarize the arguments Thomas Paine put forth in Common Sense, and their influence on colonial opinion regarding independence.</p> <p>Summarize the major ideas of the Declaration of Independence.</p> <p>Summarize the attitude of most colonists toward Britain in 1763 and the reasons for their attitude.</p> <p>Review historical events.</p>
<p>Unit 10: Age of Democratic Revolutions Lesson 10.02: The French Revolution</p>		<p>Identify major positions of the political spectrum. Describe the reigns of absolute monarchs in France.</p> <p>Compare the Declaration of the Rights of Man with the Declaration of Independence.</p> <p>Explain the revolutionaries' criticisms of the Church.</p> <p>Recognize reforms made by the National Convention.</p> <p>Describe the events of the Reign of Terror.</p> <p>Explain how Napoleon came to power.</p>

		<p>Summarize Enlightenment ideas that promoted revolution in France.</p> <p>Describe the social structure of France and its influence on French life.</p> <p>Summarize the circumstances and events that led to the French Revolution.</p>
<p>Unit 10: Age of Democratic Revolutions Lesson 10.02: The French Revolution (cont.)</p>		<p>Identify major positions of the political spectrum. Describe the reigns of absolute monarchs in France.</p> <p>Compare the Declaration of the Rights of Man with the Declaration of Independence.</p> <p>Explain the revolutionaries' criticisms of the Church.</p> <p>Recognize reforms made by the National Convention.</p> <p>Describe the events of the Reign of Terror.</p> <p>Explain how Napoleon came to power.</p> <p>Summarize Enlightenment ideas that promoted revolution in France.</p> <p>Describe the social structure of France and its influence on French life.</p> <p>Summarize the circumstances and events that led to the French Revolution.</p>
<p>Unit 10: Age of Democratic Revolutions Lesson 10.02: The French Revolution (cont.)</p>		<p>Identify major positions of the political spectrum. Describe the reigns of absolute monarchs in France.</p> <p>Compare the Declaration of the Rights of Man with the Declaration of Independence.</p> <p>Explain the revolutionaries' criticisms of the Church.</p> <p>Recognize reforms made by the National Convention.</p> <p>Describe the events of the Reign of Terror.</p> <p>Explain how Napoleon came to power.</p> <p>Summarize Enlightenment ideas that promoted revolution in France.</p> <p>Describe the social structure of France and its influence on French life.</p> <p>Summarize the circumstances and events that led to the French Revolution.</p>

<p>Unit 10: Age of Democratic Revolutions Lesson 10.03: Napoleon: From Revolution to Empire</p>		<p>Explain how Napoleon was able to finance wars and win territory.</p> <p>Summarize the events that led to Napoleon's final defeat at Waterloo.</p> <p>Recognize the effects of Napoleon's rule on Europe.</p> <p>Describe the Continental System and the consequences of imposing the system.</p> <p>Identify on a map major physical and political features of Europe.</p> <p>Explain the reasons for Napoleon's invasion of Russia and his failure to defeat Russia.</p> <p>Summarize the major steps in Napoleon's rise to power.</p> <p>Describe Napoleon's reforms and their significance to the people of France.</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>Summarize the events that led to Napoleon's final defeat at Waterloo.</p> <p>Recognize the effects of Napoleon's rule on Europe.</p> <p>Describe the Continental System and the consequences of imposing the system.</p> <p>Identify on a map major physical and political features of Europe.</p> <p>Explain the reasons for Napoleon's invasion of Russia and his failure to defeat Russia.</p> <p>Summarize the major steps in Napoleon's rise to power.</p> <p>Describe Napoleon's reforms and their significance to the people of France.</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>Summarize the events that led to Napoleon's final defeat at Waterloo.</p> <p>Recognize the effects of Napoleon's rule on Europe.</p> <p>Describe the Continental System and the</p>

		<p>consequences of imposing the system.</p> <p>Identify on a map major physical and political features of Europe.</p> <p>Explain the reasons for Napoleon's invasion of Russia and his failure to defeat Russia.</p> <p>Summarize the major steps in Napoleon's rise to power.</p> <p>Describe Napoleon's reforms and their significance to the people of France.</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>Summarize the events that led to Napoleon's final defeat at Waterloo.</p> <p>Recognize the effects of Napoleon's rule on Europe.</p> <p>Describe the Continental System and the consequences of imposing the system.</p> <p>Identify on a map major physical and political features of Europe.</p> <p>Explain the reasons for Napoleon's invasion of Russia and his failure to defeat Russia.</p> <p>Summarize the major steps in Napoleon's rise to power.</p> <p>Describe Napoleon's reforms and their significance to the people of France.</p>
<p>Unit 10: Age of Democratic Revolutions Lesson 10.04: Your Choice</p>		
<p>Unit 10: Age of Democratic Revolutions Lesson 10.05: 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>Identify significant leaders of nineteenth century Latin American independence movements and their accomplishments and failings.</p> <p>Describe the social and political structure of Latin American colonies in 1800.</p> <p>Identify major physical, political, and cultural features of Latin America.</p>
<p>Unit 10: Age of Democratic Revolutions</p>		<p>Explain why attempts to establish republics in Latin America were less successful than in the United</p>

<p>Lesson 10.05: Latin American Independence Movements (cont.)</p>		<p>States.</p> <p>Identify significant leaders of nineteenth century Latin American independence movements and their accomplishments and failings.</p> <p>Describe the social and political structure of Latin American colonies in 1800.</p> <p>Identify major physical, political, and cultural features of Latin America.</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>Identify significant leaders of nineteenth century Latin American independence movements and their accomplishments and failings.</p> <p>Describe the social and political structure of Latin American colonies in 1800.</p> <p>Identify major physical, political, and cultural features of Latin America.</p>
<p>Unit 10: Age of Democratic Revolutions Lesson 10.06: The Russia of the Romanovs</p>		
<p>Unit 10: Age of Democratic Revolutions Lesson 10.06: The Russia of the Romanovs (cont.)</p>		
<p>Unit 10: Age of Democratic Revolutions Lesson 10.06: The Russia of the Romanovs (cont.)</p>		
<p>Unit 10: Age of Democratic Revolutions Lesson 10.06: The Russia of the Romanovs (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>SS8.1.1 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</p>	<p>Summarize the circumstances and events that led to the French Revolution.</p> <p>Describe the social and political structure of Latin American colonies in 1800.</p> <p>Summarize the attitude of most colonists toward Britain in 1763 and the reasons for their attitude.</p>

	<p>SS8.3.3 SS8.4.2 SS8.5.2 SS8.5.3 SS8.5.4 SS8.6.3 SS8.6.4</p>	
<p>Unit 10: Age of Democratic Revolutions Lesson 10.08: Unit Assessment</p>		
<p>Unit 11: Revolutions in Arts, Industries, and Work Lesson 11.01: Romantic Art in an Age of Revolution</p>		<p>Describe Romanticism.</p> <p>Identify Jean-Jacques Rousseau.</p> <p>Identify major writers, artists, and composers of the Romantic period and the kinds of works they are known for.</p> <p>Recognize that the early nineteenth century revolution in the arts known as Romanticism rejected the ideas of the Enlightenment.</p>
<p>Unit 11: Revolutions in Arts, Industries, and Work Lesson 11.01: Romantic Art in an Age of Revolution (cont.)</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 11.02: Britain Begins the Industrial Revolution (cont.)</p>		
<p>Unit 11: Revolutions in Arts, Industries, and Work Lesson 11.02: Britain Begins the Industrial Revolution (cont.)</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>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</p>

		<p>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>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>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 11.05: Hard Times</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>Give examples of attempted reforms in industrial cities.</p> <p>Summarize the major ideas in Darwin's writing.</p> <p>Recognize that Thomas Malthus's ideas about population growth influenced politics and literature.</p> <p>Describe living conditions for poor workers in industrial cities.</p> <p>Identify Karl Marx and what he is known for.</p> <p>Explain the link between lack of sanitation and disease and death rates.</p> <p>Identify Charles Dickens and the impact of his writing.</p> <p>Identify Queen Victoria.</p> <p>Identify Charles Darwin and what he is known for.</p> <p>Recognize that the workforce included children as young as six and women who were paid less than men.</p> <p>Summarize the major ideas in Marx's writing.</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>Give examples of attempted reforms in industrial cities.</p> <p>Summarize the major ideas in Darwin's writing.</p> <p>Recognize that Thomas Malthus's ideas about population growth influenced politics and literature.</p> <p>Describe living conditions for poor workers in</p>

		<p>industrial cities.</p> <p>Identify Karl Marx and what he is known for.</p> <p>Explain the link between lack of sanitation and disease and death rates.</p> <p>Identify Charles Dickens and the impact of his writing.</p> <p>Identify Queen Victoria.</p> <p>Identify Charles Darwin and what he is known for.</p> <p>Recognize that the workforce included children as young as six and women who were paid less than men.</p> <p>Summarize the major ideas in Marx's writing.</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>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.</p> <p>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.</p> <p>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>
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<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.</p> <p>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 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</p>	<p>Describe the transatlantic slave trade and its consequences.</p> <p>Describe conditions for factory workers in the early nineteenth century.</p>

	SS8.5.3 SS8.5.4 SS8.6.3 SS8.6.4	
Unit 12: Picturing Your Thoughts Lesson 12.01: Picturing Your Thoughts		Support a thesis statement visually. Conduct research on examples of progress and hardship in the period from 1700 to 1900. Review knowledge gained in the Age of Democratic Revolutions and the Revolutions in Arts, Industries, and Work units. Write a thesis statement based on research.
Unit 12: Picturing Your Thoughts Lesson 12.01: Picturing Your Thoughts (cont.)		Support a thesis statement visually. Conduct research on examples of progress and hardship in the period from 1700 to 1900. Review knowledge gained in the Age of Democratic Revolutions and the Revolutions in Arts, Industries, and Work units. Write a thesis statement based on research.
Unit 12: Picturing Your Thoughts Lesson 12.01: Picturing Your Thoughts (cont.)		Support a thesis statement visually. Conduct research on examples of progress and hardship in the period from 1700 to 1900. Review knowledge gained in the Age of Democratic Revolutions and the Revolutions in Arts, Industries, and Work units. Write a thesis statement based on research.
Unit 12: Picturing Your Thoughts Lesson 12.01: Picturing Your Thoughts (cont.)	SS8.2.1 SS8.2.2 SS8.3.2 SS8.3.3 SS8.4.1 SS8.4.2 SS8.4.5 SS8.3.3 SS8.4.2 SS8.5.2 SS8.5.3 SS8.5.4 SS8.6.1	Support a thesis statement visually. Conduct research on examples of progress and hardship in the period from 1700 to 1900. Review knowledge gained in the Age of Democratic Revolutions and the Revolutions in Arts, Industries, and Work units. Write a thesis statement based on research.

	SS8.6.2 SS8.6.3 SS8.6.4	
Unit 13: Nations Unite and Expand Lesson 13.01: Growing Nationalism in Italy and Germany		
Unit 13: Nations Unite and Expand Lesson 13.01: Growing Nationalism in Italy and Germany (cont.)		
Unit 13: Nations Unite and Expand Lesson 13.01: Growing Nationalism in Italy and Germany (cont.)		
Unit 13: Nations Unite and Expand Lesson 13.02: The United States Fights and Unites		<p>Describe the building of the transcontinental railroad and its significance.</p> <p>Recognize that most countries had abolished slavery by the early 1800s.</p> <p>Identify Jefferson Davis and Abraham Lincoln and what they are known for.</p> <p>Summarize the results of the American Civil War.</p> <p>Explain why the Civil War is considered the first modern war.</p> <p>Describe the economic differences between the North and the South.</p> <p>Trace on a map the expansion of the United States from 1800 to 1860.</p> <p>Summarize the major events of the Civil War.</p>
Unit 13: Nations Unite and Expand Lesson 13.02: The United States Fights and Unites (cont.)		<p>Describe the building of the transcontinental railroad and its significance.</p> <p>Recognize that most countries had abolished slavery by the early 1800s.</p> <p>Identify Jefferson Davis and Abraham Lincoln and what they are known for.</p> <p>Summarize the results of the American Civil War.</p> <p>Explain why the Civil War is considered the first modern war.</p> <p>Describe the economic differences between the North and the South.</p>

		<p>Trace on a map the expansion of the United States from 1800 to 1860.</p> <p>Summarize the major events of the Civil War.</p>
<p>Unit 13: Nations Unite and Expand Lesson 13.02: The United States Fights and Unites (cont.)</p>		<p>Describe the building of the transcontinental railroad and its significance.</p> <p>Recognize that most countries had abolished slavery by the early 1800s.</p> <p>Identify Jefferson Davis and Abraham Lincoln and what they are known for.</p> <p>Summarize the results of the American Civil War.</p> <p>Explain why the Civil War is considered the first modern war.</p> <p>Describe the economic differences between the North and the South.</p> <p>Trace on a map the expansion of the United States from 1800 to 1860.</p> <p>Summarize the major events of the Civil War.</p>
<p>Unit 13: Nations Unite and Expand Lesson 13.03: Age of Innovation</p>		<p>Explain how steel led to a second industrial revolution.</p> <p>Identify Thomas Edison and his accomplishments.</p> <p>Describe the evolution of the bicycle into the automobile.</p> <p>Describe advances in fuels in the late 1800s.</p> <p>Identify Guglielmo Marconi and his accomplishments.</p> <p>Identify Andrew Carnegie and his accomplishments.</p> <p>Identify Alexander Graham Bell and his accomplishments.</p>

<p>Unit 13: Nations Unite and Expand Lesson 13.03: Age of Innovation (cont.)</p>		<p>Explain how steel led to a second industrial revolution.</p> <p>Identify Thomas Edison and his accomplishments.</p> <p>Describe the evolution of the bicycle into the automobile.</p> <p>Describe advances in fuels in the late 1800s.</p> <p>Identify Guglielmo Marconi and his accomplishments.</p> <p>Identify Andrew Carnegie and his accomplishments.</p> <p>Identify Alexander Graham Bell and his accomplishments.</p>
<p>Unit 13: Nations Unite and Expand Lesson 13.04: Your Choice</p>		
<p>Unit 13: Nations Unite and Expand Lesson 13.05: The New Imperialism</p>		<p>Identify on a map the major areas of colonization by Britain, Belgium, Japan, France, Russia, and the United States.</p> <p>Describe the way Africa was divided among the European powers.</p> <p>Explain the reasons for the New Imperialism.</p> <p>Identify key events and individuals in the expansion of the British Empire.</p> <p>Identify major countries and events in the New Imperialism in Asia.</p> <p>Describe the effects of colonization on the peoples of the colonized territories.</p>
<p>Unit 13: Nations Unite and Expand Lesson 13.05: The New Imperialism (cont.)</p>		<p>Identify on a map the major areas of colonization by Britain, Belgium, Japan, France, Russia, and the United States.</p> <p>Describe the way Africa was divided among the European powers.</p> <p>Explain the reasons for the New Imperialism.</p> <p>Identify key events and individuals in the expansion of the British Empire.</p> <p>Identify major countries and events in the New Imperialism in Asia.</p> <p>Describe the effects of colonization on the peoples of the colonized territories.</p>

<p>Unit 13: Nations Unite and Expand Lesson 13.05: The New Imperialism (cont.)</p>		<p>Identify on a map the major areas of colonization by Britain, Belgium, Japan, France, Russia, and the United States.</p> <p>Describe the way Africa was divided among the European powers.</p> <p>Explain the reasons for the New Imperialism.</p> <p>Identify key events and individuals in the expansion of the British Empire.</p> <p>Identify major countries and events in the New Imperialism in Asia.</p> <p>Describe the effects of colonization on the peoples of the colonized territories.</p>
<p>Unit 13: Nations Unite and Expand Lesson 13.06: Your Choice</p>		
<p>Unit 13: Nations Unite and Expand Lesson 13.07: Unit Review</p>		<p>Demonstrate mastery of important knowledge and skills in this unit.</p>
<p>Unit 13: Nations Unite and Expand Lesson 13.07: Unit Review (cont.)</p>		
<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>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 14.01: 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>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>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. Explain the goals and techniques of the Impressionist, Postimpressionist, Cubist, and abstract painters. Recognize the goals and characteristics of modernism in music. Identify Freud and describe his accomplishments. Identify Zola and describe his Naturalist beliefs. 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>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>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</p>		<p>Identify key individuals who shaped the modern era and describe their contributions to society.</p>
<p>Unit 14: Answers and Questions Lesson 14.04: Remarkable Individuals (cont.)</p>		
<p>Unit 14: Answers and Questions Lesson 14.05: Your Choice</p>		
<p>Unit 14: Answers and Questions Lesson 14.06: Unit Review</p>		
<p>Unit 14: Answers and Questions Lesson 14.06: Unit Review (cont.)</p>		<p>Demonstrate mastery of important knowledge and skills in this unit.</p>
<p>Unit 14: Answers and Questions Lesson 14.07: Unit Assessment</p>	<p>SS8.1.1 SS8.1.6 SS8.1.3 SS8.2.1 SS8.2.2 SS8.2.3 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>Unit 15: The Dawn of the Twentieth Century Lesson 15.01: Rising Expectations in Waning Empires</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 15.01: 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.</p> <p>Explain the reasons for building a canal across the Isthmus of Panama.</p> <p>Identify key individuals in the building of the Panama Canal and their accomplishments.</p> <p>Identify Lesseps as the builder of the Suez Canal who attempted to build the Panama Canal.</p> <p>Recognize the purpose and practice of selling stocks.</p>
<p>Unit 15: The Dawn of the Twentieth Century Lesson 15.02: Linking the Seas and Reaching for the Skies (cont.)</p>		<p>Summarize the development of the airplane. Identify key individuals in the development of air travel.</p> <p>Explain the reasons for building a canal across the Isthmus of Panama.</p> <p>Identify key individuals in the building of the Panama Canal and their accomplishments.</p> <p>Identify Lesseps as the builder of the Suez Canal who attempted to build the Panama Canal.</p>

		Recognize the purpose and practice of selling stocks.
Unit 15: The Dawn of the Twentieth Century Lesson 15.02: Linking the Seas and Reaching for the Skies (cont.)		Summarize the development of the airplane. Identify key individuals in the development of air travel. Explain the reasons for building a canal across the Isthmus of Panama. Identify key individuals in the building of the Panama Canal and their accomplishments. Identify Lesseps as the builder of the Suez Canal who attempted to build the Panama Canal. Recognize the purpose and practice of selling stocks.
Unit 15: The Dawn of the Twentieth Century Lesson 15.03: Your Choice		Complete a project summarizing historical themes.
Unit 15: The Dawn of the Twentieth Century Lesson 15.04: Wrapping Up	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	
Unit 15: The Dawn of the Twentieth Century Lesson 15.04: Wrapping Up (cont.)		
Unit 16: 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.)</p>	<p>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</p>	<p>Demonstrate mastery of important knowledge and skills taught in the Age of Democratic Revolutions unit.</p> <p>Demonstrate mastery of important knowledge and skills taught in the Revolutions in Arts, Industries, and Work unit.</p> <p>Demonstrate mastery of important knowledge and skills taught in the Answers and Questions unit.</p> <p>Demonstrate mastery of important knowledge and skills taught in The Dawn of the Twentieth Century unit.</p> <p>Demonstrate mastery of important knowledge and skills taught in the Nations Unite and Expand unit.</p> <p>Review knowledge gained in previous lessons and units.</p>
<p>Unit 16: End-of-Course Review and Assessment Lesson 16.01: End-of-Course Review (cont.)</p>		
<p>Unit 16: End-of-Course Review and Assessment Lesson 16.02: End-of-Course Assessment</p>		