

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-203AV2-K	Grade Level	9-12
Course Name	Summit Modern World Studies-Sem1	# of Credits	0.5
SCED Code	04053G0.5012	Curriculum Type	K12 Inc

COURSE DESCRIPTION

Generally offered first semester. Students trace the history of the world from approximately 1870 to the present. They begin with a look back at events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students examine both the staggering problems and astounding accomplishments of the twentieth century, with a focus on political and social history.

Students also explore topics in physical and human geography, and investigate issues of concern in the contemporary world. Online lessons help students organize study, explore topics, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
SS12.1.1	Analyze unique freedoms, rights, and responsibilities of living in a democratic society and explain their interrelationships.
SS12.1.3	Analyze the historical development of the United States Constitution and treaties and how it has shaped the United States and Wyoming Government (tribal, local, state, federal).
SS12.1.6	Compare and contrast various world political systems (e.g., ideologies, structure, and institutions) with that of the United States.
SS12.2.1	Analyze and evaluate the ways various groups (e.g., social, political, and cultural) meet human needs and concerns (e.g., individual needs and common good) and contribute to identity (e.g., group, national, and global), situations, and events.
SS12.2.2	Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, and behavior) and illustrate integrated views of a specific culture.
SS12.2.4	Analyze and critique the conflicts resulting from cultural assimilation and cultural preservation in Wyoming, the United States, and the World (e.g., racial, ethnic, social, and institutional).
SS12.3.1	Analyze the impact of supply, demand, scarcity, prices, incentives, competition, and profits on what is produced, distributed, and consumed.
SS12.4.1	Describe patterns of change (cause and effect) and evaluate how past events impacted future events and the modern world.
SS12.4.2	Analyze the development and impact of tools and technology and how it shaped history and influenced the modern world.
SS12.4.4	Describe the historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace) and their impact on significant historical events.

SS12.4.5	Using primary and secondary sources, apply historical research methods to interpret and evaluate important historical events from multiple perspectives.
SS12.5.1	Use geographic tools and reference materials to interpret, analyze, evaluate, and synthesize historical and geographic data to demonstrate an understanding of global patterns and interconnectedness.
SS12.5.2	Describe regionalization and analyze how physical characteristics distinguish a place, influence human trends, political and economic development, and solve immediate and long-range problems.
SS12.5.3	Analyze, interpret, and evaluate how conflict, demographics, movement, trade, transportation, communication, and technology affect humans' sense of place.
SS12.5.4	Analyze how environmental changes and modifications positively and negatively affect communities and the world both economically and socially.
SS12.6.1	Analyze, evaluate, and/or synthesize multiple sources of information in diverse formats and media in order to address a question or solve a problem.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Unit 1: Setting the Stage—Before 1850 Lesson 1: Semester Introduction		<p>Define history and identify reasons for studying it.</p> <p>Demonstrate familiarity with the organization and format of <i>The Human Odyssey: From Modern Times to Our Contemporary Era, Vol. 3</i>.</p> <p>Recognize and apply important terms that describe time and observe how the terms are used in history.</p>
Unit 1: Setting the Stage—Before 1850 Lesson 2: Early Seeds of Democracy		<p>Analyze the influence of Greek political philosophy on the role of government. Describe the origins of democracy in ancient Greece.</p> <p>Recognize the influence of Greek ideals of democracy on later Western thought. Explain the connection between Greek political philosophy and later democratic thought.</p> <p>Recognize the influence of the Roman Republic's</p>

		influence on later representative government.
Unit 1: Setting the Stage—Before 1850 Lesson 3: Judeo-Christian Influences on Democratic Thought		Describe Greco-Roman and Judeo-Christian views of law, reason and faith, and the duties of the individual. Recognize the influence of Greek and Roman philosophy and Judeo-Christian ethical principles on Western political thought. Describe the contribution of Judeo-Christian thought to Western concepts of law and the individual. Explain how attitudes emerging from the Renaissance and Reformation contributed to the growth of democracy.
Unit 1: Setting the Stage—Before 1850 Lesson 4: Expanding Rights in England		Explain how the Renaissance and the Reformation contributed to the growth of democracy. Recognize the achievements of Henry II. Identify the Magna Carta and its significance for guaranteeing important rights. Describe the issues that led to the English Civil War and Restoration.
Unit 1: Setting the Stage—Before 1850 Lesson 5: Democratic Ideals Emerge Lesson 6: Discuss: Introduction	SS12.1.3, 12.1.6, 12.4.1, 12.4.2, 12.4.4, 12.5.1	Describe Greco-Roman and Judeo-Christian views of law, reason and faith, and the duties of the individual. Identify the basic principles of the Magna Carta, English common law, and the English Bill of Rights.

		<p>Recognize major philosophers of the Enlightenment and what they are known for.</p> <p>Describe the origins of democracy in ancient Greece.</p> <p>Recognize the influence of Greek ideals of democracy on later Western thought. Explain the connection between Greek political philosophy and later democratic thought.</p> <p>Recognize the influence of the Roman Republic's influence on later representative government.</p> <p>Describe the contribution of Judeo-Christian thought to Western concepts of law and the individual. Explain how attitudes emerging from the Renaissance and Reformation contributed to the growth of democracy.</p> <p>Recognize the achievements of Henry II.</p> <p>Identify the Magna Carta and its significance for guaranteeing important rights.</p> <p>Describe the issues that led to the English Civil War and Restoration.</p> <p>Identify the Enlightenment as the European intellectual movement of the seventeenth and eighteenth centuries that applied</p>
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		<p>reason to the social and political world.</p> <p>Explain the significance of the Glorious Revolution and English Bill of Rights in establishing constitutional monarchy in England.</p> <p>Explain John Locke's concepts of natural law and government.</p> <p>Describe Montesquieu's view of separation of powers.</p>
<p>Unit 1: Setting the Stage—Before 1850 Lesson 7: Democratic Ideals Flourish</p>	0	<p>Describe the causes of the American and French Revolutions and the influence of Enlightenment thought on them.</p> <p>Recognize the unique character of the American Revolution and its enduring influence on ideals of self-government worldwide.</p> <p>Give examples of the influence of the U.S. Constitution on political systems in the contemporary world.</p> <p>Summarize the major causes and results of the American and French Revolutions.</p>
<p>Unit 1: Setting the Stage—Before 1850 Lesson 8: Analyzing the Declaration of Independence</p>	0	<p>Summarize the principles of the Declaration of Independence.</p> <p>Analyze excerpts from a major document in the evolution of democratic ideas.</p>
<p>Unit 1: Setting the Stage—Before 1850 Lesson 9: A Revolution in Industry</p>	0	<p>Describe the Industrial Revolution as the shift from making goods by hand to making them with machines.</p>

		<p>Identify factors that led to the beginnings of the Industrial Revolution in the textile business in England in the late 1700s.</p> <p>Explain the major arguments of Adam Smith's The Wealth of Nations.</p> <p>Explain how industrialization led to demands for political change and attempts at political revolution in the first half of the nineteenth century.</p> <p>Identify factors that led to the beginning of the Industrial Revolution in the textile business in England in the late 1700s.</p> <p>Recognize inventors, inventions, and innovations that spurred the growth of industry.</p> <p>Describe ways in which the factory system changed the way people lived and worked in the early nineteenth century.</p>
<p>Unit 1: Setting the Stage—Before 1850 Lesson 10: New Demands for Power</p>	<p>0</p>	<p>Explain how industrialization led to demands for political change and attempts at political revolution in the first half of the nineteenth century.</p> <p>Describe ways in which the factory system changed the way people lived and worked in the early nineteenth century.</p>
<p>Unit 1: Setting the Stage—Before 1850 Lesson 11: Preparing for the Unit Test</p>	<p>0</p>	<p>Demonstrate mastery of important knowledge and skills learned in this unit.</p>

<p>Unit 1: Setting the Stage—Before 1850 Lesson 12: Setting the Stage—Before 1850 Unit Test</p>	<p>SS12.1.3, 12.1.6, 12.4.1, 12.4.2, 12.4.4, 12.5.1</p>	<p>0</p>
<p>Unit 2: Europe and the Second Industrial Revolution Lesson 1: The Challenges of Industrialization</p>	<p>0</p>	<p>Describe major social, labor, and urban issues facing industrializing nations in the late nineteenth and early twentieth centuries and major early attempts to address them.</p> <p>Identify the principles of capitalism, socialism, and communism and the thinkers and writers associated with them.</p> <p>Describe the Second Industrial Revolution.</p> <p>Recognize that most industrial workers did not share in the higher standard of living made possible by the Second Industrial Revolution.</p> <p>Describe major social and labor problems facing industrializing nations in the late nineteenth and early twentieth centuries and the early attempts to address those problems.</p> <p>Define socialism.</p> <p>Identify Robert Owen.</p>
<p>Unit 2: Europe and the Second Industrial Revolution Lesson 2: Solutions</p>	<p>0</p>	<p>Define communism as a kind of socialism based on the teachings of Karl Marx.</p> <p>Describe Marx's theory of class struggle and revolution as set forth in The Communist Manifesto and Das Kapital.</p> <p>Describe the causes and results of the Paris</p>

		<p>Commune of 1871.</p> <p>Recognize the goals of nineteenth-century labor unions and the methods they used to achieve their goals.</p> <p>Explain how and why existing governments, including Bismarck's, attempted to address industrial and urban problems.</p>
<p>Unit 2: Europe and the Second Industrial Revolution Lesson 3: Classes</p>	<p>SS12.1.6, 12.2.1, 12.2.2, 12.4.1, 12.4.2, 12.4.4, 12.5.1, 12.5.4</p>	<p>Identify the major characteristics of the Second Industrial Revolution, the factors that allowed it to occur, and the nations where it started.</p> <p>Describe the Second Industrial Revolution.</p> <p>Recognize that most industrial workers did not share in the higher standard of living made possible by the Second Industrial Revolution.</p> <p>Describe major social and labor problems facing industrializing nations in the late nineteenth and early twentieth centuries and the early attempts to address those problems.</p> <p>Define socialism.</p> <p>Identify Robert Owen.</p> <p>Describe Marx's theory of class struggle and revolution as set forth in The Communist Manifesto and Das Kapital.</p> <p>Describe the causes and</p>

		<p>results of the Paris Commune of 1871.</p> <p>Recognize the goals of nineteenth-century labor unions and the methods they used to achieve their goals.</p> <p>Explain how and why existing governments, including Bismarck's, attempted to address industrial and urban problems.</p> <p>Describe major differences between the growing middle class and the working class of the late nineteenth century.</p> <p>Analyze art of the late nineteenth and early twentieth centuries. Demonstrate mastery of material taught in previous lessons.</p> <p>Define communism.</p>
<p>Unit 2: Europe and the Second Industrial Revolution Lesson 4: Your Choice</p>	<p>0</p>	<p>0</p>
<p>Unit 2: Europe and the Second Industrial Revolution Lesson 5: Geography Plays a Part</p>	<p>0</p>	<p>Identify major landforms and resources of Europe.</p> <p>Describe the major climate types found in Europe.</p> <p>Explain the importance of major bodies of water in Europe.</p> <p>Locate on a map the nations of Western Europe. Recognize ways in which physical geography contributed to industrialization in Europe.</p>

<p>Unit 2: Europe and the Second Industrial Revolution Lesson 6: Industry and the Rise of Germany</p>	<p>0</p>	<p>Explain the relationships among natural resources, entrepreneurship, labor, and capital in an industrial society.</p> <p>Describe the means by which Germany became one of the world's leading industrial nations in the late nineteenth century and Otto von Bismark's role in that growth.</p> <p>Describe why and how nationalism developed during the nineteenth century.</p> <p>Identify Otto von Bismarck as the German chancellor largely responsible for the unification and industrialization of Germany in the second half of the nineteenth century.</p> <p>Recognize that Germany was one of the world's leading industrial nations in the early twentieth century.</p> <p>Identify major inventors, inventions, and innovations of the late 1800s in Germany.</p> <p>Recognize major inventors, inventions, and innovations of the late nineteenth century, and the ways they affected standards of living.</p>
<p>Unit 2: Europe and the Second Industrial Revolution Lesson 7: Germany Moves Ahead</p>	<p>0</p>	<p>Recognize that Germany was one of the world's leading industrial nations in the early twentieth century.</p> <p>Describe urban problems brought on by the Second Industrial Revolution and</p>

		<p>the responses to those problems as seen in Berlin.</p> <p>Give examples of the higher standard of living made possible by industrial and technological advances. Identify the attitude of the German government toward military buildup and power under Bismarck and Wilhelm II.</p>
<p>Unit 2: Europe and the Second Industrial Revolution Lesson 8: The Impact of the Second Industrial Revolution</p>		<p>Explain the relationships among natural resources, entrepreneurship, labor, and capital in an industrial society.</p> <p>Describe urban problems brought on by the Second Industrial Revolution and the responses to those problems as seen in Berlin and elsewhere.</p> <p>Explain the beliefs of the German government toward military buildup and power under Bismarck and Wilhelm II and the results of those beliefs.</p> <p>Describe the Second Industrial Revolution.</p> <p>Describe urban problems brought on by the Second Industrial Revolution and the responses to those problems as seen in Berlin.</p> <p>Give examples of the higher standard of living made possible by industrial and technological advances. Recognize that Germany was one of the leading industrial nations of the early twentieth century.</p>

		<p>Identify major inventors, inventions, and innovations of the late 1800s.</p> <p>Identify the beliefs of the German government toward military buildup and power under Bismarck and Wilhelm II and the results of those beliefs.</p> <p>Explain how Germany became a leading industrial power during the late nineteenth century.</p>
<p>Unit 2: Europe and the Second Industrial Revolution Lesson 9: Germany Rising: A Review Lesson 10: Discuss: Impacts</p>	0	Demonstrate mastery of important knowledge and skills learned in previous lessons.
<p>Unit 2: Europe and the Second Industrial Revolution Lesson 11: Your Choice</p>	0	0
<p>Unit 2: Europe and the Second Industrial Revolution Lesson 12: Preparing for the Unit Test</p>	0	Demonstrate mastery of important knowledge and skills learned in this unit.
<p>Unit 2: Europe and the Second Industrial Revolution Lesson 13: Europe and the Second Industrial Revolution Unit Test</p>	SS12.1.6, 12.2.1, 12.2.2, 12.4.1, 12.4.2, 12.4.4, 12.5.1, 12.5.4	0
<p>Unit 3: The New Age in Asia Lesson 1: The West Looks East</p>	0	<p>Explain why and how Japanese rulers kept Japan isolated from most of the rest of the world from the seventeenth through the nineteenth centuries.</p> <p>Identify Fukuzawa Yukichi. Explain why Japanese leaders decided to open their country to more trade with the West.</p>
<p>Unit 3: The New Age in Asia Lesson 2: Modernization and the Rise of Japan</p>	0	<p>Explain the reasons for and consequences of Japan's imperialism in the late nineteenth and early twentieth centuries.</p> <p>Explain why and how Japanese rulers kept Japan isolated from most of the rest of the world from the</p>

		<p>seventeenth through the nineteenth centuries.</p> <p>Identify Fukuzawa Yukichi. Describe the ways in which the Meiji government supported and encouraged Japan's modernization and industrialization.</p> <p>Identify major changes in Japan's government and domestic and foreign policies during the Meiji Era.</p> <p>Explain why Japanese leaders decided to open their country to more trade with the West.</p>
<p>Unit 3: The New Age in Asia Lesson 3: In East Asia</p>	<p>0</p>	<p>Identify major landforms and resources of East Asia.</p> <p>Describe the major climate zones of East Asia.</p> <p>Locate on a map the nations of East Asia.</p> <p>Recognize ways in which physical geography has influenced settlement patterns in East Asia.</p> <p>Identify major landforms, climates, and natural hazards of East Asia.</p>
<p>Unit 3: The New Age in Asia Lesson 4: Earthshaking Lesson 5: Discuss: Prepared</p>	<p>0</p>	<p>Describe disaster preparedness as one way humans adapt to their environments.</p> <p>Define tsunami.</p> <p>Describe the causes and effects of tsunamis.</p> <p>Explain that disaster preparedness is one way humans adapt to their environments.</p>

		Describe ways in which life in Japan reflects the constant threat of natural disaster.
Unit 3: The New Age in Asia Lesson 6: Your Choice	0	0
Unit 3: The New Age in Asia Lesson 7: Imperialism in Asia	0	<p>Define nationalism.</p> <p>Define imperialism.</p> <p>Explain why most industrialized nations of the late nineteenth and early twentieth centuries competed for overseas colonies and how they justified their actions.</p> <p>Identify the causes and results of the Opium Wars.</p> <p>Describe the breadth of the British Empire at the turn of the twentieth century.</p>
Unit 3: The New Age in Asia Lesson 8: Strife in China	0	<p>Identify Sun Yat-sen and the movement he led.</p> <p>Summarize the consequences of China's response to the west as compared to Japan's.</p> <p>Compare and contrast the Chinese government's response to the threat from Western nations with Japan's response to Western nations.</p> <p>Explain the significance of the Sino-Japanese War and the Boxer Rebellion.</p>
Unit 3: The New Age in Asia Lesson 9: Nationalism in China	SS12.1.6, 12.2.1, 12.2.2, 12.4.1, 12.4.2, 12.4.4, 12.5.3, 12.5.4	<p>Define nationalism.</p> <p>Define imperialism.</p> <p>Explain why most industrialized nations of the late nineteenth and early twentieth centuries competed for overseas</p>

		<p>colonies and how they justified their actions. Identify Sun Yat-sen and the movement he led.</p> <p>Identify the causes and results of the Opium Wars.</p> <p>Describe the breadth of the British Empire at the turn of the twentieth century.</p> <p>Compare and contrast the Chinese government's response to the threat from Western nations with Japan's response to Western nations.</p> <p>Explain the significance of the Sino-Japanese War and the Boxer Rebellion.</p> <p>Summarize the consequences of China's response to the West as compared to Japan's.</p> <p>Explain Sun Yat-sen's role as "the father of the Chinese Revolution."</p>
<p>Unit 3: The New Age in Asia Lesson 10: Your Choice</p>	<p>0</p>	<p>0</p>
<p>Unit 3: The New Age in Asia Lesson 11: Where in the World</p>	<p>0</p>	<p>Explain the differences between colonies in Africa and spheres of influence in China.</p> <p>Locate on a map the major areas of the world controlled by Britain, France, Germany, the United States, and Japan in the early twentieth century.</p> <p>Recognize the impact of colonialism on the peoples of Africa.</p>

Unit 3: The New Age in Asia Lesson 12: Preparing for the Unit Test		Demonstrate mastery of important knowledge and skills learned in this unit. 0
Unit 3: The New Age in Asia Lesson 13: The New Age in Asia Unit Test	SS12.1.6, 12.2.1, 12.2.2, 12.4.1, 12.4.2, 12.4.4, 12.5.3, 12.5.4	0
Unit 4: World War and Revolution Lesson 1: Igniting the Powder Keg		Trace the events that led to the start of World War I. Summarize major trends in Europe at the beginning of the twentieth century. Describe the purpose and structure of the major alliances in Europe in the early twentieth century. Give examples of the influence of nationalism in colonies. Summarize major attitudes and trends in Europe at the beginning of the twentieth century. Explain the major causes of World War I. 0
Unit 4: World War and Revolution Lesson 2: Europe Goes to War		Describe the initial strategies and theaters of battle of World War I. Describe the dominant attitude in Europe at the onset of World War I and the reasons for it. Explain the German strategy for a quick victory in World War I and why it failed. Identify on a map the Western and Eastern Fronts of World War I. Describe the nature of trench warfare in World War I. 0
Unit 4: World War and Revolution Lesson 3: The War Goes On		Define genocide and explain why the Armenian Massacre 0

		<p>is considered genocide. Give examples of new weaponry and tactics used during World War I and their impact on warfare.</p> <p>Recognize the Armenian Massacre as an early example of genocide.</p> <p>Describe Russia's situation on the Eastern Front in World War I.</p> <p>Identify on a map the Ottoman Empire in 1914 and the peoples who wanted independence from it.</p> <p>Give examples of new methods of warfare and new weapons used in World War I and their impact.</p>
<p>Unit 4: World War and Revolution Lesson 4: Total War</p>	<p>0</p>	<p>Define total war and give examples as it applies to World War I.</p> <p>Explain the meaning of the term total war. Give examples of the ways in which European leaders encouraged popular support for the war during World War I.</p> <p>Describe the changes that occurred in the roles of civilians and governments during World War I.</p> <p>Analyze the use of propaganda during World War I.</p>
<p>Unit 4: World War and Revolution Lesson 5: A War for Minds and Hearts</p>	<p>SS12.1.1, 12.1.6, 12.3.1, 12.4.1, 12.4.2, 12.4.4, 12.4.5, 12.5.3</p>	<p>Trace the events that led to the start of World War I.</p> <p>Define genocide and explain why the Armenian Massacre is considered genocide.</p>

		<p>Summarize major trends in Europe at the beginning of the twentieth century. Describe the purpose and structure of the major alliances in Europe in the early twentieth century.</p> <p>Give examples of the influence of nationalism in colonies.</p> <p>Describe the dominant attitude in Europe at the onset of World War I and the reasons for it.</p> <p>Explain the German strategy for a quick victory in World War I and why it failed.</p> <p>Identify on a map the Western and Eastern Fronts of World War I.</p> <p>Describe the nature of trench warfare in World War I.</p> <p>Identify on a map the Ottoman Empire in 1914 and the peoples who wanted independence from it.</p> <p>Give examples of new methods of warfare and new weapons used in World War I and their impact.</p> <p>Explain the meaning of the term total war. Give examples of the ways in which European leaders encouraged popular support for the war during World War I.</p> <p>Describe the changes that occurred in the roles of</p>
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		<p>civilians and governments during World War I.</p> <p>Describe Russia's situation on the Eastern Front during World War I.</p> <p>Analyze examples of propaganda used during World War I.</p>
<p>Unit 4: World War and Revolution Lesson 6: Propaganda, Part 1</p>	0	<p>Explain the purpose and characteristics of political propaganda.</p> <p>Analyze the effectiveness of select propaganda during World War I.</p>
<p>Unit 4: World War and Revolution Lesson 7: Propaganda, Part 2</p>	SS12.1.1, 12.1.6, 12.3.1, 12.4.1, 12.4.2, 12.4.4, 12.4.5, 12.5.3	0
<p>Unit 4: World War and Revolution Lesson 8: Unrest in Russia</p>	0	<p>List examples of Russia's industrial and cultural achievements in the late nineteenth century and the obstacles to modernization.</p> <p>Describe the differences between the lives of Russia's nobility and serfs. Recognize the causes and results of the 1905 revolution and Bloody Sunday.</p> <p>Identify Lenin, Stalin, Trotsky, and Nicholas II.</p> <p>Explain the reasons for unrest in the Russian military and civilian population during World War I and Tsar Nicholas II's response.</p>
<p>Unit 4: World War and Revolution Lesson 9: From Russia to USSR</p>	0	<p>Analyze the effect of Russia's Revolution and the U.S. entry into World War I on the outcome of the war.</p> <p>Identify major landforms of Russia and the republics of</p>

		<p>the former Soviet Union.</p> <p>List examples of Russia's industrial and cultural achievements in the late nineteenth century and the obstacles to modernization.</p> <p>Describe the differences between the lives of Russia's nobility and serfs. Recognize the causes and results of the 1905 revolution and Bloody Sunday.</p> <p>Identify Lenin, Stalin, Trotsky, and Nicholas II.</p> <p>Explain the reasons for unrest in the Russian military and civilian population during World War I and Tsar Nicholas II's response. Trace Lenin's rise to power.</p> <p>Describe the methods Lenin used to install communism in Russia and how he dealt with his opponents.</p> <p>Explain the structure of the USSR and the reasons for its policy of atheism.</p> <p>Analyze primary sources to explain Lenin's views on worldwide revolution and predict reaction in the West.</p>
<p>Unit 4: World War and Revolution Lesson 10: Challenges of Geography</p>	<p>0</p>	<p>Explain the reasons for building the Trans-Siberian Railroad.</p> <p>Trace the route of the Trans-Siberian Railroad.</p> <p>Analyze the geographic challenges involved in</p>

		building the Trans-Siberian Railroad.
Unit 4: World War and Revolution Lesson 11: Your Choice	0	0
Unit 4: World War and Revolution Lesson 12: War's Tide Turns	0	<p>Describe Woodrow Wilson's ideals as found in the Fourteen Points.</p> <p>Identify major provisions of the Treaty of Versailles.</p> <p>Analyze the Treaty of Versailles to assess how well it addressed the causes of the war and to what extent it incorporated Wilson's Fourteen Points.</p> <p>Recognize the reason for German confidence on the Western Front in 1917 during World War I.</p> <p>Explain what led to the U.S. declaration of war on Germany during World War I.</p> <p>Describe Woodrow Wilson's ideals and his vision for the outcome of World War I.</p> <p>Identify the means by which the Allied Powers were able to force Germany to accept a truce in World War I.</p>
Unit 4: World War and Revolution Lesson 13: War's End	0	<p>Recognize the economic and human cost of World War I.</p> <p>Describe the human and economic cost of World War I.</p> <p>Explain the conflicts among the leaders at Versailles and the reasons for them.</p> <p>Recognize major provisions of the Treaty of Versailles.</p> <p>Describe reaction to the</p>

		Treaty of Versailles in Germany and in the United States.
Unit 4: World War and Revolution Lesson 14: What Kind of Peace? Lesson 15: Discuss: 1918 Treaty	SS12.1.1, 12.1.6, 12.3.1, 12.4.1, 12.4.2, 12.4.4, 12.4.5, 12.5.3	Describe the human and economic cost of World War I. Explain the conflicts among the leaders at Versailles and the reasons for them. Recognize major provisions of the Treaty of Versailles. Describe reaction to the Treaty of Versailles in Germany and in the United States. Recognize the reason for German confidence on the Western Front in 1917. Explain what led to the U.S. declaration of war on Germany. Describe Woodrow Wilson's ideals and his vision for the outcome of the war. Identify the means by which the Allied Powers were able to force a truce to halt fighting. Evaluate Clemenceau's statement "For the catastrophe of 1914, the Germans are responsible" for accuracy. Compare major provisions of the Treaty of Versailles with Woodrow Wilson's stated goals for the war.
Unit 4: World War and Revolution Lesson 16: Preparing for the Unit Test		Demonstrate mastery of important knowledge and skills learned in this unit. 0
Unit 4: World War and Revolution Lesson 17: World War and Revolution Unit Test	SS12.1.1, 12.1.6, 12.3.1, 12.4.1, 12.4.2, 12.4.4, 12.4.5, 12.5.3	0

<p style="text-align: center;">Unit 5: Between Wars Lesson 1: Certainties Challenged</p>	0	<p>Explain the differences between events in the United States and events in Europe that resulted in an American economic boom in the 1920s.</p> <p>Give examples of cultural changes in the United States during the 1920s. Describe the origins and influence of jazz.</p> <p>Identify the "Lost Generation" and describe what it is known for.</p> <p>Describe the changing attitude of Europeans toward Christianity in the post-World War I era and the reasons for it.</p>
<p style="text-align: center;">Unit 5: Between Wars Lesson 2: A World in Flux</p>	0	<p>Describe the influence of World War I and its aftermath on movements in art.</p> <p>Explain the differences between events in the United States and events in Europe that resulted in an American economic boom in the 1920s.</p> <p>Identify Dali as the leader of the Surrealist movement in art.</p> <p>Describe the music of the post-World War I era.</p> <p>Describe the origins and influence of jazz.</p> <p>Identify the "Lost Generation" and describe what it is known for.</p> <p>Describe the changing attitude of Europeans</p>

		<p>toward Christianity in the post-World War I era and the reasons for it.</p> <p>Analyze the societal changes that took place during the World War I era.</p> <p>Identify Picasso and Kandinsky as early twentieth-century artists who moved away from realism.</p> <p>Explain how Surrealism influenced literature in the post-World War I era.</p>
Unit 5: Between Wars Lesson 3: From Veranda to Automat	SS12.2.1, 12.2.2, 12.4.1, 12.4.4, 12.4.5, 12.5.1, 12.5.2, 12.5.3	0
Unit 5: Between Wars Lesson 4: Your Choice	0	0
Unit 5: Between Wars Lesson 5: Nationalism and Islamism in the Middle East	0	<p>Describe the rise of nationalism and Islamism in the Middle East after World War I.</p> <p>Identify major nationalist leaders in the Middle East in the 1920s and 30s.</p> <p>Recognize the reasons for conflict between nationalist hopes for independence in the Middle East and European goals after World War I.</p> <p>Identify shared characteristics that make the Middle East a region.</p> <p>Describe the tension that emerged between growing Islamism and westernization in nations of the Middle East post-World War I.</p>
Unit 5: Between Wars Lesson 6: Forging Nations in the Middle East	0	Identify Mustafa Kemal (Ataturk) and the means he used to establish the modern nation of Turkey.

		<p>Identify Reza Khan and the means he used to establish the modern state of Iran.</p> <p>Explain the goals of Zionism and its influence on Palestine.</p>
<p>Unit 5: Between Wars Lesson 7: Report from the Middle East</p>		<p>Recognize the reasons for conflict between nationalist hopes for independence in the Middle East and European goals after World War I.</p> <p>Identify shared characteristics that make the Middle East a region.</p> <p>Describe the tension that emerged between growing Islamism and westernization in nations of the Middle East post-World War I.</p> <p>Identify Mustafa Kemal (Ataturk) and the means he used to establish the modern nation of Turkey. Identify Reza Khan and the means he used to establish the modern state of Iran.</p> <p>Explain the goals of Zionism and its influence on Palestine.</p> <p>Demonstrate understanding of the issues surrounding the rise of independent states in the Middle East in a series of well organized, clearly written paragraphs.</p> <p>Identify the Muslim Brotherhood, Wahhabism, and Ibn Saud.</p> <p>Describe the reasons for growing tensions in the</p>

		Middle East in the 1920s and 1930s.
Unit 5: Between Wars Lesson 8: Geography of Borders Lesson 9: Discuss: Boundaries	SS12.2.1, 12.2.2, 12.4.1, 12.4.4, 12.4.5, 12.5.1, 12.5.2, 12.5.3	Describe ways in which forces of cooperation and conflict influence the division Earth's surface. Give examples of ways in which country borders are determined. Analyze factors of physical and human geography in the Middle East. Describe ways in which forces of cooperation and conflict influence the division of earth's surface.
Unit 5: Between Wars Lesson 10: Desperate Times and Communism	0	Explain how the U.S. economy went from boom to bust during the 1920s. Explain the causes and spread of the Great Depression. Identify the economic problems facing Germany and France after World War I and the reasons for them. Describe how and where the Great Depression spread and people's response to it. Describe Stalin's rise to power in the Soviet Union and how he used his power.
Unit 5: Between Wars Lesson 11: Desperate Times and Fascism	0	Explain how totalitarian rulers were able to come to power in Europe and Japan during the 1930s. Identify Benito Mussolini and the methods he used to gain and keep power. Compare and contrast communism and fascism as

		<p>political and economic systems.</p> <p>Describe Adolf Hitler's rise to power and his use of anti-Semitism.</p> <p>Identify Francisco Franco.</p> <p>Recognize that militarists took control of Japan.</p>
<p>Unit 5: Between Wars Lesson 12: Power Above All</p>	<p>0</p>	<p>Explain how the U.S. economy went from boom to bust during the 1920s.</p> <p>Identify Hitler, Stalin, and Mussolini and their philosophies.</p> <p>Recognize characteristics of communism and fascism.</p> <p>Describe Stalin's rise to power in the Soviet Union and how he used his power.</p> <p>Identify Benito Mussolini and the methods he used to gain and keep power.</p> <p>Compare and contrast communism and fascism as political and economic systems.</p> <p>Identify Francisco Franco.</p> <p>Recognize that militarists took control of Japan.</p> <p>Define totalitarianism.</p> <p>Explain that Stalin and Hitler had different political philosophies but were both totalitarian rulers.</p> <p>Discuss ways in which citizens can protect themselves from</p>

		<p>totalitarianism.</p> <p>Identify the economic problems faced by Germany and France after World War I and the reasons for them.</p> <p>Describe Hitler's rise to power and his use of anti-Semitism.</p>
<p>Unit 5: Between Wars</p> <p>Lesson 13: Preparing for the Unit Test</p>		<p>0</p> <p>Demonstrate mastery of important knowledge and skills learned in this unit.</p>
<p>Unit 5: Between Wars</p> <p>Lesson 14: Between Wars Unit Test</p>	<p>SS12.2.1, 12.2.2, 12.4.1, 12.4.4, 12.4.5, 12.5.1, 12.5.2, 12.5.3</p>	<p>0</p>
<p>Unit 6: Another World War</p> <p>Lesson 1: The Road to War</p>		<p>Trace the steps that led to the outbreak of World War II in Europe.</p> <p>Describe the aggressive moves made by Germany, Italy, and Japan during the 1930s and the League of Nations' response.</p> <p>Identify the causes of World War II.</p> <p>Recognize the major strategies of the Allied and Axis powers during World War II.</p> <p>Describe the aggressive moves made by Japan, Italy, and Germany during the 1930s and the League of Nations' response.</p> <p>Explain how World War I and its aftermath led, in part, to World War II.</p> <p>Locate on a map the Axis powers and the major Allied powers at the beginning of the war.</p> <p>0</p>
<p>Unit 6: Another World War</p> <p>Lesson 2: Global War</p>		<p>0</p> <p>Recognize the major strategies of the Allied and Axis powers during World War II.</p> <p>Identify major political and</p>

		<p>military leaders during World War II and their leadership qualities.</p> <p>Explain the German strategy for defeating Britain and the British response.</p> <p>Describe the spread of the war into Africa, Southern Europe, and the Soviet Union.</p> <p>Identify ways in which the United States aided the Allies without entering the war.</p> <p>Explain why Japan attacked the United States and how the United States responded.</p> <p>Assess the importance of the Battle of Midway.</p>
<p>Unit 6: Another World War Lesson 3: Leadership</p>		<p>Identify major political and military leaders during World War II and their leadership qualities.</p> <p>Recognize major political leaders during World War II.</p> <p>Describe the roles of Churchill and Roosevelt during World War II.</p>
<p>Unit 6: Another World War Lesson 4: Qualities of a Leader</p>	<p>SS12.1.1, 12.1.6, 12.2.1, 12.2.2, 12.2.4, 12.4.1, 12.4.2, 12.4.4, 12.5.1, 12.5.3, 12.5.4, 12.6.1</p>	<p>Explore the life of either Franklin D. Roosevelt or Winston Churchill.</p> <p>Assess the qualities that made either Franklin D. Roosevelt or Winston Churchill successful as a leader.</p>
<p>Unit 6: Another World War Lesson 5: Strategies for Victory</p>		<p>Describe the status of the war at the end of 1942.</p> <p>Explain the role of geography in the Battle of</p>

		<p>Stalingrad and why the battle is considered a turning point in the war.</p> <p>Identify Dwight Eisenhower, Montgomery, and Rommel.</p> <p>Explain the significance of the D-day invasion.</p>
<p>Unit 6: Another World War Lesson 6: Horror</p>	0	<p>Trace Hitler's persecution of Jews from discrimination to the final solution.</p> <p>Identify the term Holocaust. Identify the term holocaust and how it is used in relation to Hitler's death camps.</p> <p>Trace Hitler's escalation of persecution of Jews and others from discrimination to the "Final Solution.".</p> <p>Describe what Allied soldiers found as they liberated German-held territories.</p>
<p>Unit 6: Another World War Lesson 7: Victory</p>	0	<p>Describe the end of the war in Europe. Explain the Allied strategy for reaching Japan and its cost.</p> <p>Recognize key figures in the development of the atomic bomb.</p> <p>Identify Harry Truman, Albert Einstein, and Douglas MacArthur.</p> <p>Summarize the state of the world as World War II ended.</p>
<p>Unit 6: Another World War Lesson 8: Difficult Decisions Lesson 9: Discuss: Atomic Bomb</p>	0	<p>Describe the end of the war in Europe. Explain the Allied strategy for reaching Japan and its cost.</p>

		<p>Explain the rationale for the development and use of the atomic bomb.</p> <p>Describe the status of the war at the end of 1942.</p> <p>Explain the role of geography in the Battle of Stalingrad and why the battle is considered a turning point in the war.</p> <p>Identify Dwight Eisenhower, Montgomery, and Rommel.</p> <p>Identify the term holocaust and how it is used in relation to Hitler's death camps.</p> <p>Describe what Allied soldiers found as they liberated German-held territories.</p> <p>Summarize the state of the world as World War II ended.</p> <p>Explain the significance of the D-Day invasion.</p> <p>Trace Hitler's escalation of persecution of Jews and others from discrimination to the "Final Solution."</p> <p>Trace the development of the atomic bomb (pre-war theories, Einstein, Germany, FDR and Manhattan Project) and the arguments for and against its use.</p> <p>Identify Harry Truman, Einstein, and MacArthur.</p> <p>Demonstrate understanding of the complexity of historic</p>
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		<p>events by writing a letter to President Truman either supporting or opposing the use of atomic bombs in Japan.</p> <p>Demonstrate understanding of concepts in a well-organized, clearly written letter.</p>
<p>Unit 6: Another World War Lesson 10: Graphing World War II Statistics</p>	0	<p>Graph World War II statistical information.</p> <p>Describe the impact of World War II on populations around the world.</p> <p>Use graphs and maps to analyze the impact of World War II on populations around the world.</p> <p>Use statistical information to compare and contrast the impact of World War II on diverse nations.</p>
<p>Unit 6: Another World War Lesson 11: Personal Views of War</p>	0	<p>Distinguish between primary and secondary sources.</p> <p>Explore primary sources for information on World War II.</p>
<p>Unit 6: Another World War Lesson 12: Putting It into Words</p>	SS12.1.1, 12.1.6, 12.2.1, 12.2.2, 12.2.4, 12.4.1, 12.4.2, 12.4.4, 12.5.1, 12.5.3, 12.5.4, 12.6.1	0
<p>Unit 6: Another World War Lesson 13: Your Choice</p>	0	0
<p>Unit 6: Another World War Lesson 14: Never Again</p>	0	<p>Describe the goals of the Nuremberg and Tokyo trials.</p> <p>Summarize the goals of the Nuremberg and Tokyo trials.</p> <p>Identify the participants, goals, and outcomes of the Yalta Conference.</p> <p>Identify the participants of</p>

		the Potsdam Conference and their major points of disagreement.
Unit 6: Another World War Lesson 15: A New Path	0	<p>Recognize the tension that existed between the United States and its allies at the close of the war.</p> <p>Recognize the basic structure and goal of the United Nations.</p> <p>Describe the founding of the United Nations and how it differed from the League of Nations.</p> <p>Explain the basic structure of the United Nations.</p> <p>Summarize the major principles of the Universal Declaration of Human Rights.</p> <p>Explain how the state of Israel came into being in 1948 and the controversy surrounding it.</p>
Unit 6: Another World War Lesson 16: A Woman for All Times	0	<p>Identify Eleanor Roosevelt.</p> <p>Identify Eleanor Roosevelt and her role in drafting the Universal Declaration of Human Rights.</p> <p>Explore the life and work of Eleanor Roosevelt.</p> <p>Demonstrate understanding of concepts in a well-organized outline.</p>
Unit 6: Another World War Lesson 17: Preparing for the Unit Test	0	Demonstrate mastery of important knowledge and skills learned in this unit.
Unit 6: Another World War Lesson 18: Another World War Unit Test	SS12.1.1, 12.1.6, 12.2.1, 12.2.2, 12.2.4, 12.4.1, 12.4.2, 12.4.4, 12.5.1, 12.5.3, 12.5.4, 12.6.1	0

Unit 7: Significant Times Lesson 1: Looking Back, Part 1		0	Analyze the significance of major events and individuals in world history between 1775 and 1950.
Unit 7: Significant Times Lesson 2: Looking Back, Part 2		0	Analyze the significance of major events and individuals in world history between 1775 and 1950
Unit 7: Significant Times Lesson 3: Looking Back, Part 3		0	Analyze the significance of major events and individuals in world history between 1775 and 1950.
Unit 7: Significant Times Lesson 4: Looking Back, Part 4		0	Analyze the significance of major events and individuals in world history between 1775 and 1950. Describe the relationships between events and individuals of different time periods.
Unit 7: Significant Times Lesson 5: Looking Back, Part 5	SS12.1.6, 12.2.1, 12.2.2, 12.4.1, 12.4.4, 12.4.5, 12.5.1, 12.5.2, 12.5.3, 12.6.1		Analyze the significance of major events and individuals in world history between 1775 and 1950. Describe the relationships between events and individuals of different time periods.
Unit 8: Semester Review and Test Lesson 1: Preparing for the Semester Test		0	0
Unit 8: Semester Review and Test Lesson 2: Your Choice		0	0
Unit 8: Semester Review and Test Lesson 3: Your Choice		0	0
Unit 8: Semester Review and Test Lesson 4: Semester Test		0	0