

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

Washakie County School District # 1

Program Name	Washakie #1 Online	Content Area	SS
Course ID	WOL-HI2F2	Grade Level	2
Course Name	WOL-History Grade 2	# of Credits	NA
SCED Code	NA	Curriculum Type	K-12 Fuel Education

COURSE DESCRIPTION

HISTORY 2

History 2 continues a program that spans the elementary grades, exploring world geography and history from the Stone Age to the Space Age. This course focuses on the time from ancient Rome to the later Middle Ages. Supplementary lessons focus on concepts in economics and citizenship.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
SS2.1.4	Understand that the rules in the United States are called laws.
SS2.2.1	Name the ways groups (e.g., families and schools) meet human needs and concerns (e.g., belonging and personal safety) and contribute to personal identity and daily life.
SS2.2.2	Recognize ways in which expressions of culture influence people (e.g., language, stories, music, and art).
SS2.3.1	Give examples of and/or identify needs, wants, goods, and services.
SS2.4.1	Identify how an event could change the future (e.g., moving to a new town means going to a new school or learning to ride a bike could mean getting to a friend's house faster).
SS2.4.2	Identify tools and technologies that make life easier (e.g., cars for getting one place to another, washing machines for washing clothes, or flashlights to see in the dark).
SS2.5.1	Use a map, globe, and mental mapping to identify familiar areas and simple patterns and create maps using various media.
SS2.5.3	Use the human features of a community to describe what makes that community special (e.g., cultural, language, religion, food, clothing political, economic, population, and types of jobs in an area) and why others want to move there or move away from there.
SS2.5.4	Identify how people may adjust to and/or change their environment in order to survive (e.g., clothing, houses, foods, and natural resources).
SS2.6.3	Use digital tools to learn about social studies concepts.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p>Getting Around This Great Big World This unit introduces some basics of geography and explores how historians and archaeologists interpret the human past. Students new to K12 History should complete the lessons in this unit. Students who have completed the previous K12 History course should check the lesson objectives and review topics as needed. Be sure to mark each lesson complete in order to proceed to the next lesson.</p>	<p>SS2.5.1 SS2.6.3</p>	<p>Unit 1: Getting Around This Great Big World Summary Lesson 1: Getting Around the Globe State that there are seven continents on Earth. State that there is much more water than land on Earth. Define continents as the biggest pieces of land on Earth. Name at least two major oceans. Define an ocean as a large body of water.</p> <p>Lesson 2: Way to Go: Directions Locate the following on a map or globe: equator, North Pole, South Pole. Show how to move north, south, east, and west on a map or globe. Identify the directions north, south, east, and west on a compass rose. Identify the purpose of a compass rose.</p> <p>Lesson 3: Our World: The Lay of the Land Identify the following landforms from pictures: mountain, desert, canyon, island, and peninsula. Identify the following landforms from pictures: river, lake, and glacier.</p> <p>Lesson 4: What Is History? Know that historians use pictures, letters, and other sources to learn about the past. Define history as the story of the past.</p> <p>Lesson 5: What Is Archaeology? Explain that archaeologists dig up and study objects that ancient peoples left behind. Describe archaeology as one way of learning about the past.</p>
<p>Ancient Rome Learn about the mythical founding of Rome, meet some ancient Roman heroes, and experience life at the time of the Roman Republic. Rome, with its elected officials, offered the world the first model of republican government. Learn about Rome's debt to Greece, the achievements of Roman engineers, daily life, and the Punic Wars when Rome confronted Carthage.</p>	<p>SS2.2.2 SS2.5.1 SS2.5.3 SS2.6.3</p>	<p>Unit 2: Ancient Rome Summary Lesson 1: Romulus and Remus Identify Italy on a map. Know that Italy is a peninsula. Know that Rome is located in Italy on the Tiber River. Know that Rome was named after Romulus, its first king Explore concepts to be addressed during the year in History 2.</p> <p>Lesson 2: Horatius at the Bridge Know that early Romans did not want to be ruled by kings. Know that the Romans prevented an attack on their city by tearing down the bridge crossing the Tiber River. Identify Horatius as the brave Roman who saved the city.</p> <p>Lesson 3: The Roman Republic and Cincinnatus Define a republic as a form of government in which people choose their leaders. Identify consuls and senators as elected officials in the Roman government. Tell that elected officials took the place of kings in Rome. Identify Cincinnatus as a Roman who served his country in time of need.</p> <p>Lesson 4: Roman Gods and Goddesses Explain that the Romans worshipped mostly Greek gods, which they gave Roman names. Name three Roman gods or goddesses. Recognize that we still use the names of some Roman gods and goddesses.</p> <p>Lesson 5: The Myth of Ceres and Proserpina Define Roman stories about their gods and goddesses as myths.</p>

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		<p>Identify the story of Ceres and Proserpina as a myth to explain the seasons.</p> <p>Lesson 6: Roman Builders Know that the Romans built roads throughout their empire. Know that Romans used concrete to build roads and apartment buildings. Identify an aqueduct as a structure that carries water. Know that Romans invented public baths.</p> <p>Lesson 7: Welcome to Rome! Identify the land-owning Romans who were at the top of ancient Roman society as patricians. Know that some Romans owned slaves. State that many young Roman children went to school to learn reading, writing, and math. Identify the common people in ancient Rome as plebeians.</p> <p>Lesson 8: Rome's War with Carthage Locate and identify the Mediterranean Sea on a map. Locate Carthage on a map. Identify Carthage and Rome as the two nations that fought the Punic Wars.</p> <p>Lesson 9: Hannibal and His War Elephants Locate the Pyrenees and the Alps on the map of the Roman Empire, 220 - 40 B.C. Identify Hannibal as the great Carthaginian general who attacked Rome. Know that Rome won the Punic Wars. Know that Hannibal led men, horses, and war elephants over the Pyrenees and the Alps. Define Roman stories about their gods and goddesses as myths. Know that some Romans owned slaves. State that many young Roman children went to school to learn reading, writing, and math. Know that Rome is located in Italy on the Tiber River. Identify an aqueduct as a structure that carries water. Explain that the Romans worshipped mostly Greek gods, which they gave Roman names. Identify Carthage and Rome as the two nations that fought the Punic Wars. Define a republic as a form of government in which people choose their leaders. Identify the land-owning Romans who were at the top of ancient Roman society as patricians.</p>
<p>From Caesar to Augustus Cross the Rubicon with Julius Caesar as he leads Rome to glory, but brings about an end to the Roman Republic. Learn about his adventures and triumphs abroad, his accomplishments at home, and his downfall at the hands of the Senate.</p>	<p>SS2.4.1 SS2.5.1 SS2.6.3</p>	<p>Unit 3: From Caesar to Augustus Summary Lesson 1: Meet Julius Caesar Identify Julius Caesar as a major figure in Roman history. Explain that Caesar upset many senators because he wanted so much power.</p> <p>Lesson 2: Crossing the Rubicon Identify "crossing the Rubicon" as a term that means making a decision that can't be taken back. State that the Senate did not want Caesar to become consul. Identify Pompey as a Roman leader jealous of Caesar's popularity.</p> <p>Lesson 3: Caesar Meets Cleopatra Identify "crossing the Rubicon" as a term that means making a decision that can't be taken back. Identify Cleopatra as a queen of Egypt. State that Caesar went to Egypt to capture Pompey.</p>

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		<p>Know that Cleopatra wanted Caesar's help to rule Egypt.</p> <p>Lesson 4: I Came, I Saw, I Conquered State that Veni, Vidi, Vici means "I came, I saw, I conquered." Know that Julius Caesar helped Cleopatra regain power in Egypt. Identify Caesar's new title as Dictator for Life.</p> <p>Lesson 5: The Death of Caesar Know that a dictator is an all-powerful ruler. State that the senators killed Caesar because they thought he wanted to become a king. Identify Brutus as one of Caesar's murderers.</p> <p>Lesson 6: The First Roman Emperor Know that the month of August is named after Augustus Caesar Identify Augustus Caesar as the first Roman emperor. Identify Augustus Caesar as the man who ruled Rome after Julius Caesar. Identify Brutus as one of Caesar's murderers. Know that Cleopatra wanted Caesar's help to rule Egypt. State that Veni, Vidi, Vici means "I came, I saw, I conquered." State that the senators killed Caesar because they thought he wanted to become a king. Identify "crossing the Rubicon" as a term that means making a decision that can't be taken back. Identify Cleopatra as a queen of Egypt. Identify Caesar's new title as Dictator for Life. Explain that Caesar upset many senators because he wanted so much power.</p>
<p>Roman Empire and Roman Peace Learn how the Pax Romana brought peace and efficient rule to the now vast Roman Empire. On the eastern edge of the empire, Jesus of Nazareth was born and Christianity began. The empire flourished, and citizens crowded the Circus Maximus and the Colosseum for entertainment. Meet some of Rome's emperors, both good and bad.</p>	<p>SS2.4.1 SS2.5.1 SS2.6.3</p>	<p>Unit 4: Roman Empire and Roman Peace Summary Lesson 1: Pax Romana Name Augustus Caesar as the ruler who built the Pantheon during the Pax Romana. Identify the Pantheon as a Roman temple to all the Roman gods and goddesses. Name Augustus Caesar as the ruler under which the Pax Romana began. Identify the Pax Romana as the Roman peace, a time of peace and the rule of law throughout the empire.</p> <p>Lesson 2: The Birth of Jesus Describe Judea as the home of the Jewish people. Explain that Christianity grew out of Judaism. State that Judea was ruled by Rome. Identify Bethlehem as the birthplace of Jesus.</p> <p>Lesson 3: The Beginnings of Christianity Explain that Jesus taught people about God and about how to treat each other. Retell the parable of the Good Samaritan. Identify the cross as the symbol of Christianity.</p> <p>Lesson 4: Nero and the Burning of Rome Identify Nero as an incompetent emperor of Rome. State that a great fire destroyed part of Rome. Know that Nero blamed Christians for the fire that destroyed part of Rome.</p> <p>Lesson 5: The Eruption of Mount Vesuvius Identify Mount Vesuvius as the volcano that destroyed Pompeii. Identify Mount Vesuvius as the volcano that destroyed Pompeii. Explain that archaeologists know much about daily life in ancient Rome from studying the ruins of Pompeii.</p>

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		<p>Lesson 6: Bread and Circuses: Roman Amusements Identify the Circus Maximus as a place where chariot racing took place. Identify the Colosseum as a place where gladiators fought. Identify the Colosseum and the Circus Maximus from pictures.</p> <p>Lesson 7: Androcles and the Lion Identify the Pantheon as a Roman temple to all the Roman gods and goddesses. Know that Nero blamed Christians for the fire that destroyed part of Rome. Identify the Circus Maximus as a place where chariot racing took place. Name Augustus Caesar as the ruler under which the Pax Romana began. Identify the Pax Romana as the Roman peace, a time of peace and the rule of law throughout the empire. Explain that Jesus taught people about God and about how to treat each other. Identify Mount Vesuvius as the volcano that destroyed Pompeii. Identify the Colosseum and the Circus Maximus from pictures. Identify Bethlehem as the birthplace of Jesus. Identify the cross as the symbol of Christianity. Demonstrate mastery of important knowledge and skills in this unit. Summarize the main points of the legend of Androcles and the Lion.</p>
<p>Rome Divides and Falls Meet Diocletian and Constantine, as Christianity's influence on the Roman Empire grows. See how Attila the Hun and his barbarian tribes threaten Rome. Travel to the year 476 and learn about the overthrow of the last Roman emperor.</p>	<p>SS2.4.1 SS2.5.1 SS2.6.3</p>	<p>Unit 5: Rome Divides and Falls Summary Lesson 1: The Story of Saint Valentine Identify Valentine as a Christian who lived during the time of the Roman Empire. Define persecute as hurting or blaming people because they have different beliefs.</p> <p>Lesson 2: Rome Divides in Two Name Diocletian as a Roman ruler who persecuted Christians. Name Diocletian as the Roman ruler who divided power among several rulers. Explain that the Roman Empire was split into two parts-east and west. Explain that the Roman Empire grew too big for one leader to rule and defend.</p> <p>Lesson 3: Constantine, the Christian Emperor Identify Constantinople as the new capital of the Roman Empire. Summarize the famous story of Constantine and the cross. Identify Constantine as the first Christian emperor of Rome. Know that Constantine made Christianity legal in the Roman Empire.</p> <p>Lesson 4: The Coming of the Barbarians Identify the origin of the word vandal. Identify the Visigoths and the Vandals as tribes that invaded Rome. Explain that the Western Roman Empire was severely weakened by invading tribes that the Romans called barbarians.</p> <p>Lesson 5: Attila the Hun Identify the Huns as warriors who invaded the Roman Empire. Name Attila as the leader of the Huns.</p> <p>Lesson 6: The Fall of Rome Identify the year 476 A.D. as the year in which the last Roman emperor was overthrown. Explain that the Roman Empire collapsed when the last western Roman emperor was defeated. Explain that the Western Roman Empire was severely weakened by</p>

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		invading tribes that the Romans called barbarians. Name Diocletian as a Roman ruler who persecuted Christians. Explain that the Roman Empire was split into two parts-east and west. Know that Constantine made Christianity legal in the Roman Empire. Identify the Visigoths and the Vandals as tribes that invaded Rome.
Byzantium Rises Recall the contributions ancient Rome made to modern civilization, then turn east to meet Justinian, emperor of Byzantium. Learn about his famous code of laws and meet his wife, the powerful Empress Theodora. Visit the Hagia Sophia, with its remarkable dome and beautiful mosaics.	SS2.1.4 SS2.2.2 SS2.4.1 SS2.4.2 SS2.5.1 SS2.6.3	Unit 6: Byzantium Rises Summary Lesson 1: The Contributions of Rome Give an example of the lasting importance of the Roman idea of republican government. Name at least three elements of modern civilization that can be attributed to the ancient Romans. Lesson 2: Constantinople: The New Rome Describe ancient Constantinople as a large, wealthy city. Name Constantinople as the capital city of the Byzantine Empire. Identify the Byzantine Empire as another name for the Eastern Roman Empire. Lesson 3: Justinian, the Just Emperor Tell that the set of laws followed everywhere in the Byzantine empire was called the Code of Justinian. Name Justinian as the ruler who expanded the size of the Byzantine Empire. Name Justinian as the greatest Byzantine emperor. Lesson 4: Theodora: Actress to Empress Identify Theodora as a powerful Byzantine empress. Know that Theodora ruled the Byzantine Empire along with her husband, Justinian. Lesson 5: Hagia Sophia Name Justinian as the ruler who ordered the building of Hagia Sophia. Describe the Hagia Sophia as having a great dome. Explain that the dome and walls of the Hagia Sophia shine because of the mosaics. Lesson 6: Nicholas: The Children's Saint Identify the Byzantine Empire as another name for the Eastern Roman Empire. Name Justinian as the greatest Byzantine emperor. Identify Theodora as a powerful Byzantine empress. Tell that the set of laws followed everywhere in the Byzantine empire was called the Code of Justinian. Describe the Hagia Sophia as having a great dome. Name at least three elements of modern civilization that can be attributed to the ancient Romans. Name Constantinople as the capital city of the Byzantine Empire. Describe St. Nicholas as a man who inspired people with his generosity.
The Early Middle Ages in Western Europe Barbarian tribes overran Europe during the early Middle Ages. The Christian church converted many of these tribes, and monasteries became centers of learning in an age when few could read or write. In England, the legendary King Arthur took the throne, while Charlemagne, King of the Franks, united Europe and became emperor when the pope crowned him.	SS2.4.1 SS2.5.1 SS2.5.3 SS2.6.3	Unit 7: The Early Middle Ages in Western Europe Lesson 1: Barbarians Stake Their Claims Define the Dark Ages as a time of great change in Western Europe after the fall of the Roman Empire. Name two barbarian tribes who settled in Europe, such as Vandals, Visigoths, Franks, Burgundians, or Celts. Describe the Dark Ages as a time when few people could read or write, cities were crumbling, and laws were different everywhere. Explain that several barbarian tribes settled in different parts of Europe.

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		<p>Lesson 2: Angles and Saxons in Britain Identify Angles and Saxons as the barbarians who came to live in Britain. Explain that the name "England" means "Angle-land." Locate England, Scotland, Ireland, and Wales on a map of the British Isles.</p> <p>Lesson 3: How Arthur Became King Explain that the legend of King Arthur first appeared during a time of fighting in Britain. Name Merlin as the magician from the legend of King Arthur. Summarize the story of how Arthur became king.</p> <p>Lesson 4: Guinevere Wins Arthur's Heart Explain that Guinevere's father gave Arthur the Round Table as a wedding present. Identify Guinevere as Arthur's queen. Explain that the Knights of the Round Table served Arthur and promised to do what was right and good.</p> <p>Lesson 5: A New Role for the Christian Church Describe bishops and archbishops as men who helped the pope run the Church in different parts of Europe during the Middle Ages. Define cathedrals as large churches. Explain that missionaries spread Christianity throughout Europe during the Middle Ages. Identify the pope as the leader of the Christian Church in Western Europe during the Middle Ages.</p> <p>Lesson 6: Life in a Monastery Define monastery as a place where monks live and work. Explain that during the Middle Ages monasteries provided schools, help for the sick, and food for those in need. Define monk as a man who lives in a religious community and dedicates his life to God.</p> <p>Lesson 7: Writing Books by Hand Explain that during the Middle Ages, monks in monasteries made most books. Describe how medieval books were made by hand. Identify monasteries as great centers of learning and knowledge.</p> <p>Lesson 8: Converting Clovis: The Franks Become Christian Recognize that Clovis converted to Christianity. Explain that Clovis helped establish monasteries and churches in France. Identify Clovis as the king of the Franks. State that Clovis conquered a large kingdom. Identify Paris as the capital of the Kingdom of the Franks.</p> <p>Lesson 9: The Rise of Charlemagne Identify Charlemagne as an important king who expanded the Kingdom of the Franks. Explain that Charlemagne supported learning and monasteries.</p> <p>Lesson 10: Charlemagne Is Crowned Explain that Charlemagne united much of Europe. Explain that Charlemagne was crowned emperor by the pope. Describe the Dark Ages as a time when few people could read or write, cities were crumbling, and laws were different everywhere. Explain that the legend of King Arthur first appeared during a time of fighting in Britain. Name two barbarian tribes who settled in Europe, such as Vandals,</p>

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		<p>Visigoths, Franks, Burgundians, or Celts. Explain that the Knights of the Round Table served Arthur and promised to do what was right and good. Explain that during the Middle Ages, monks in monasteries made most books. Identify Paris as the capital of the Kingdom of the Franks. Define monastery as a place where monks live and work. Identify the pope as the leader of the Christian Church in Western Europe during the Middle Ages.</p>
<p>The Rise of Islam Islam, a new religion, began with Muhammad's vision on the Arabian peninsula and then spread to many other lands. Learn about the Qur'an, Mecca, mosques, and minarets. Meet Ibn Sina, a great scholar, and discover Baghdad, the jewel of learning. Enjoy stories from Arabic literature and tradition before finishing with one from the Thousand and One Nights.</p>	<p>SS2.2.2 SS2.5.1 SS2.6.3</p>	<p>Unit 8: The Rise of Islam Summary Lesson 1: Muhammad and the Beginning of Islam Explain that Islam began with Muhammad's vision. Define <i>Muslim</i> as a person who follows the religion of Islam. Identify the Qur'an as a holy book of Islam. State that Muslims believe in one God.</p> <p>Lesson 2: Mecca: The Holy City of Islam Identify the crescent moon with a star as the symbol of Islam. Identify Mecca as the birthplace of Muhammad. Identify Mecca as the holiest city of Islam.</p> <p>Lesson 3: Islam Becomes an Empire Explain that after Muhammad died, Muslims were ruled by a caliph. Explain that Islam spread by conquest and trade. Show how Islam spread from the Arabian peninsula to many other lands.</p> <p>Lesson 4: Many Mosques Define <i>mosque</i> as a place where Muslims pray and worship God. Define minaret as a tower used to call Muslims to prayer. State that Muslims face Mecca when they pray.</p> <p>Lesson 5: A Muslim Story: The Hundredth Name State that Allah is the Arabic word for God.</p> <p>Lesson 6: Baghdad--The Jewel of Learning Identify the House of Wisdom as a great library and place of learning. Locate Baghdad on a map. Describe Baghdad as a center of learning in the early Middle Ages.</p> <p>Lesson 7: Ibn Sina: The Boy Who Loved to Learn Describe Ibn Sina as a person who loved learning from an early age. Identify Ibn Sina as a famous Muslim doctor. Explain that Ibn Sina wrote important works on science and medicine.</p> <p>Lesson 8: Muslims in Spain Define strait as a narrow channel of water joining two larger bodies of water. State that the Muslims conquered Spain. Locate the Strait of Gibraltar on a map. Identify the Alhambra as a palace built by Muslims in Spain.</p> <p>Lesson 9: The Thousand and One Nights Identify the Thousand and One Nights as a famous work of Arabic literature. Describe how Scheherazade saved her life by telling many stories to the king.</p> <p>Lesson 10: Semester Assessment State that Veni, Vedei, Vici means "I came, I saw, I conquered." Identify the Colosseum as a place where gladiators fought.</p>

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		<p>Explain that the Western Roman Empire was severely weakened by invading tribes that the Romans called barbarians. Name Attila as the leader of the Huns. Explain that Charlemagne united much of Europe. Explain that Islam began with Muhammad's vision. Define a republic as a form of government in which people choose their leaders. Identify an aqueduct as a structure that carries water. Define the Dark Ages as a time of great change in Western Europe after the fall of the Roman Empire. Identify Mount Vesuvius as the volcano that destroyed Pompeii. Define <i>Muslim</i> as a person who follows the religion of Islam. Demonstrate mastery of important knowledge and skills in this unit. Define <i>mosque</i> as a place where Muslims pray and worship God. Name Constantinople as the capital city of the Byzantine Empire. Identify Mecca as the holiest city of Islam. Know that Rome is located in Italy on the Tiber River. Identify Augustus Caesar as the first Roman emperor. Know that the Romans built roads throughout their empire. Tell that the set of laws followed everywhere in the Byzantine empire was called the Code of Justinian. Explain that the Roman Empire was split into two parts-east and west. Know that Constantine made Christianity legal in the Roman Empire. Define monastery as a place where monks live and work. Explain that Charlemagne supported learning and monasteries. Explain that the Romans worshipped mostly Greek gods, which they gave Roman names. Explain that the Knights of the Round Table served Arthur and promised to do what was right and good.</p>
<p>A World in Turmoil Return to Europe to visit the northern lands of the Vikings, whose swift ships carried them far out into the world. Learn how these fierce warriors became explorers and traders. Then meet some Viking heroes, and learn more about their beliefs and traditions.</p>	<p>SS2.2.2 SS2.5.1 SS2.5.4 SS2.6.3</p>	<p>Unit 9: A World in Turmoil Summary Lesson 1: Threat from the North: Viking Warriors on the Move Explain that Vikings came from the north. Explain that Viking raiders traveled in long, swift ships that often had carved dragon heads. Identify Vikings as fierce raiders and warriors.</p> <p>Lesson 2: Viking Shipbuilders and Explorers Recognize a Viking ship. Identify Erik the Red and Leif Eriksson as Viking explorers. Locate Scandinavia on a map.</p> <p>Lesson 3: Viking Life Identify the Vikings as people who lived near fjords. Recognize Viking runes from a picture. Describe the Vikings as traders. Explain that the letters of the Viking alphabet are called runes.</p> <p>Lesson 4: Viking Gods and Goddesses Name at least two days of the week that are named for Viking gods or goddesses and the god or goddess each is named for. Name at least two of the Viking gods or goddesses. Identify Asgard as the land of the Viking gods and goddesses. Explain that the Vikings believed in many gods and goddesses.</p> <p>Lesson 5: Buried in Style Explain that Viking warriors wanted to go to Valhalla when they died. Describe Viking burial ships as containing things the dead would need in the afterlife. Identify Valhalla as Odin's palace.</p>

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		<p>Lesson 6: The Normans Invade England Explain that Vikings who settled in northern France were called Normans. Locate Normandy on a map. Name William the Conqueror as the leader who led the Normans to conquer England.</p> <p>Lesson 7: Sigurd: A Viking Hero Identify Sigurd as a Viking hero. Explain that Viking raiders traveled in long, swift ships that often had carved dragon heads. Identify Erik the Red and Leif Eriksson as Viking explorers. Locate Scandinavia on a map. Name at least two of the Viking gods or goddesses. Name William the Conqueror as the leader who led the Normans to conquer England. Recognize Viking runes from a picture. Explain that Vikings came from the north. Explain that Viking warriors wanted to go to Valhalla when they died. Identify Vikings as fierce raiders and warriors. Identify Asgard as the land of the Viking gods and goddesses.</p>
<p>The Feudal World Learn about life in medieval castles and understand how the feudal world worked. Explore medieval times with some serfs, knights, nobles, and kings. Meet St. George; see a cathedral; enjoy a fair; and learn how one woman became queen of both England and France.</p>	<p>SS2.2.1 SS2.5.1 SS2.5.4 SS2.6.3</p>	<p>Unit 10: The Feudal World Summary Lesson 1: What Was Feudalism? Describe feudalism. Identify feudalism as a system in which people exchanged land, loyalty, and service in return for protection. Identify a serf as a peasant who worked the land. List the order of rule in feudalism: king, noble, knight, serf.</p> <p>Lesson 2: Building a Castle Explain that the first castles were made of wood. Explain that stone castles were hard to attack. Identify the moat and drawbridge on a castle.</p> <p>Lesson 3: Life in a Castle Explain that a castle was both a home and a fortress. Explain that castle life centered on the great hall. Identify some of the people who lived or worked in a castle.</p> <p>Lesson 4: What Is Knighthood? Explain how knights used armor, lances, and swords. Explain that knights served kings, queens, and lords by fighting their enemies. Identify the Code of Chivalry as a set of rules for knights' good behavior.</p> <p>Lesson 5: A Famous Knight: St. George and the Dragon Name two of the following traits associated with heroic knights: they always fought bravely, they kept their promises, they helped those who needed it. Explain that in the legend of Saint George, a brave knight defeats a dragon. Define <i>champion</i> as a person who fights or does great deeds for others.</p> <p>Lesson 6: Supposing You Were a Serf Describe the life of a serf as difficult and hard. Tell that serfs did not have freedom. Define <i>serf</i> as a peasant who served a noble (lord) by farming the land in exchange for protection.</p> <p>Lesson 7: Building a Cathedral Identify the following features of a cathedral from pictures: spire,</p>

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		<p>stained glass window, and stone sculptures. Define a cathedral as a large, important church. Explain that it took many years to build a cathedral.</p> <p>Lesson 8: Come to the Fair! Explain that fairs had many kinds of food and entertainment, such as musicians, acrobats, jousting knights, and dancers. Describe fairs as events at which merchants from all over Europe sold goods. Explain that fairs were often held in cathedral cities.</p> <p>Lesson 9: One in a Million: Eleanor of Aquitaine Identify feudalism as a system in which people exchanged land, loyalty, and service in return for protection. Describe the life of a serf as difficult and hard. List the order of rule in feudalism: king, noble, knight, serf. Explain that stone castles were hard to attack. Explain that Eleanor of Aquitaine was the Queen of England and the Queen of France. Define a cathedral as a large, important church. Explain that in the legend of Saint George, a brave knight defeats a dragon. Explain that a castle was both a home and a fortress. Identify the Code of Chivalry as a set of rules for knights' good behavior. Explain that fairs had many kinds of food and entertainment, such as musicians, acrobats, jousting knights, and dancers.</p>
<p>Crusades Abroad & Changes in Europe During the Crusades European Christians marched east to capture "the Holy Land" from Muslims. King Richard I led his English army against the Muslim leader, Saladin. In England the legendary Robin Hood helped the poor, and the Magna Carta guaranteed some English rights. England and France fought the Hundred Years War, and Joan of Arc came to the rescue.</p>	<p>SS2.2.1 SS2.3.1 SS2.5.1 SS2.6.3</p>	<p>Unit 11: Crusades Abroad & Changes in Europe Lesson 1: Command from the Pope Identify Jerusalem as being sacred to Jews, Christians, and Muslims. Explain that the Crusades were wars between European Christians and Muslims for possession of Palestine and especially for the city of Jerusalem. State that Palestine is called "the Holy Land." Explain that the crusaders wore a cross on their clothes.</p> <p>Lesson 2: Richard the Lion-Heart and Saladin Name Saladin as the leader of the Muslims during some of the Crusades. Explain that King Richard I and Saladin led armies against each other during some of the Crusades and then made a truce. Name King Richard I of England as the "lion-hearted" warrior king.</p> <p>Lesson 3: The Legend of Robin Hood Name Robin Hood as the legendary English outlaw who stole from the rich and gave to the poor. State that Robin Hood lived in Sherwood Forest. Explain the Robin Hood met Little John when they fought on a footbridge.</p> <p>Lesson 4: King John and the Magna Carta Define the Magna Carta as a guarantee of rights that even the king had to obey. Identify King John as a king of England. Identify 1215 as the year the Magna Carta was signed.</p> <p>Lesson 5: The Hundred Years' War Explain that the Hundred Years' War was fought for control of France. Name the longbow and the cannon as two weapons introduced during the Hundred Years' War.</p>

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<p>Name England and France as the two countries that fought the Hundred Years' War.</p> <p>Lesson 6: Joan of Arc: The Girl Who Saved France State that France won the Hundred Years' War. Explain that Joan of Arc led the French against the English during the end of the Hundred Years' War. Explain that Joan of Arc said she had visions telling her to lead the French army.</p> <p>Lesson 7: Towns and Trade Explain that medieval towns grew as people arrived to sell their products. Describe two characteristics of medieval towns, such as they had lots of shops and narrow twisting streets. Explain that medieval towns became centers of trade and craftsmanship.</p> <p>Lesson 8: The Black Death Name Robin Hood as the legendary English outlaw who stole from the rich and gave to the poor. Name England and France as the two countries that fought the Hundred Years' War. Name King Richard I of England as the "lion-hearted" warrior king. Explain that the Crusades were wars between European Christians and Muslims for possession of Palestine and especially for the city of Jerusalem. Identify 1215 as the year the Magna Carta was signed. Describe two characteristics of medieval towns, such as they had lots of shops and narrow twisting streets. Name Black Death as the plague that killed many people during the Middle Ages. Identify Jerusalem as being sacred to Jews, Christians, and Muslims. Explain that Joan of Arc said she had visions telling her to lead the French army. Identify King John as a king of England. Define plague as a disease that strikes many people at once.</p>
<p>Medieval African Empires Travel to Africa to see endless deserts, medieval kingdoms, and fabled trade routes. Meet the Mali hero Sundiata, King Mansa Musa, explorer Ibn Battuta, and Ethiopian King Lalibela. Explore Ghana and Mali, where salt was worth as much as gold. Journey along the Niger River and visit Timbuktu.</p>	<p>SS2.2.2 SS2.5.1 SS2.6.3</p>	<p>Unit 12: Medieval African Empires Summary Lesson 1: Welcome to Africa! Locate the Nile, Niger, and Congo Rivers on a map of Africa. Identify, locate, and describe the Sahara desert. Describe the savanna as grassland. Locate Africa on a globe.</p> <p>Lesson 2: Ghana: A Gold Kingdom Identify Ghana as a great kingdom in western Africa. Describe how traders used camels to cross the Sahara. Explain that merchants from Ghana traded gold for salt.</p> <p>Lesson 3: Sundiata: Lion King of Mali Identify Mali as an African kingdom. Explain the problems that Sundiata overcame to become king of Mali.</p> <p>Lesson 4: Mansa Musa of Mali Identify Mansa Musa as a wealthy ruler of Mali. Explain that Mansa Musa made a famous pilgrimage to Mecca. Identify Mali as an African kingdom.</p> <p>Lesson 5: All the Way to Timbuktu Identify Timbuktu as a center of trade and learning. Locate Timbuktu on a map.</p>

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		<p>Show that Timbuktu was near the Niger River.</p> <p>Lesson 6: Ibn Battuta: An Amazing Traveler Explain that Ibn Battuta traveled in Africa, Europe, and Asia. Identify Ibn Battuta as a famous Muslim explorer.</p> <p>Lesson 7: King Lalibela's Churches in Stone Explain that King Lalibela is said to have built several stone churches. Explain that Mansa Musa made a famous pilgrimage to Mecca. Identify, locate, and describe the Sahara desert. Describe the savanna as grassland. Describe how traders used camels to cross the Sahara. Explain the problems that Sundiata overcame to become king of Mali.</p> <p>Show that Timbuktu was near the Niger River. Identify Timbuktu as a center of trade and learning. Identify Ibn Battuta as a famous Muslim explorer. Explain that merchants from Ghana traded gold for salt.</p>
<p>Medieval China Revisit ancient China, and then travel there during medieval times. Learn about ambitious dynasties. Sail the Grand Canal and walk along the Silk Road. Learn how Buddhism became important in China. Meet two outsiders--Genghis Khan and Marco Polo--as they visited China, one in war, one in peace.</p>	<p>SS2.2.2 SS2.5.1 SS2.6.3</p>	<p>Unit 13: Medieval China Summary Lesson 1: Remembering Ancient China Identify Confucius as a great Chinese teacher. Locate China on a map. State that the Chinese built the Great Wall as protection from invaders. Explain that silk production began in China.</p> <p>Lesson 2: The Grand Canal Define a dynasty as a family that rules a country for many years. Locate the Yellow and Yangtze Rivers on map. Identify the Grand Canal as a long, man-made waterway in China. Explain that the Grand Canal allowed the Chinese to ship rice and other goods between the north and the south.</p> <p>Lesson 3: Buddhism in China State that Buddhism is a religion that began in India and became important in China. State that Buddhism is based on the teachings of Buddha.</p> <p>Lesson 4: The Trading Tang: The Silk Road Identify the Silk Road as a great overland trade route between Europe and Asia. Locate the Silk Road on a map. Explain that the Tang dynasty encouraged trade.</p> <p>Lesson 5: Mulan State that <i>The Song of Mulan</i> is a story about a young woman who disguises herself as a man and fights with the Chinese army against invaders. Identify Mulan as a Chinese heroine.</p> <p>Lesson 6: The Inventive Song Dynasty Identify and explain the functions of any two of these inventions that came during the Song dynasty: the compass, paper money, gunpowder, and movable type. Recognize that the Song dynasty was a time of invention in China.</p> <p>Lesson 7: A Very Important Test Explain that scholars were honored in medieval China. Identify civil service examinations as tests people took to get jobs in government. State that Song rulers wanted scholars to help run the government.</p>

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		<p>Lesson 8: Mongols on the March: Genghis Khan State that Genghis Khan invaded China. Identify Genghis Khan as the founder of the Mongol Empire.</p> <p>Lesson 9: Kublai Khan State that the Mongols conquered all of China. Identify Kublai Khan as the first Mongol emperor of China.</p> <p>Lesson 10: Marco Polo: Man of a Million Stories Identify Marco Polo as a famous traveler and explorer. Explain that Marco Polo traveled from Venice to China and its large empire. State that Marco Polo worked for Kublai Khan in China.</p> <p>Lesson 11: China Makes China: Porcelain State that Buddhism is a religion that began in India and became important in China. Identify Kublai Khan as the first Mongol emperor of China. Explain that Marco Polo traveled from Venice to China and its large empire. Identify Confucius as a great Chinese teacher. Identify the Silk Road as a great overland trade route between Europe and Asia. Identify the Grand Canal as a long, man-made waterway in China. Identify Genghis Khan as the founder of the Mongol Empire. Identify and explain the functions of any two of these inventions that came during the Song dynasty: the compass, paper money, gunpowder, and movable type. Explain that the English word "china" for dishes comes from the fact that the Chinese invented porcelain. Identify porcelain as a fine pottery invented in China.</p>
<p>Feudal Japan Travel back to feudal Japan, where Shinto and Buddhism had become important religions. Meet shoguns, daimyos, and samurai warriors. Learn how the people of feudal Japan lived and acted. Then discover how China's Kublai Khan attempted to invade Japan and was foiled by a typhoon.</p>	<p>SS2.2.2 SS2.5.1 SS2.6.3</p>	<p>Unit 14: Feudal Japan Summary Lesson 1: Japan: The Island Kingdom Locate the Pacific Ocean on a map. Locate Japan on a map. Define an archipelago as a group of islands. State that Japan has four main islands. Name Mount Fuji as the biggest volcano in Japan.</p> <p>Lesson 2: Shinto: An Ancient Japanese Religion Identify <i>kami</i> as Shinto spirits in nature and ancestors. Identify the wooden gate, called a torii, as a symbol of Shintoism. State that Shinto is Japan's oldest surviving religion.</p> <p>Lesson 3: Buddhism in Japan Explain that Buddhism came to Japan from China and other parts of Asia. Identify the Great Buddha at Kamakura from a photograph. Identify a Japanese pagoda from a photograph.</p> <p>Lesson 4: Feudal Japan Define a <i>shogun</i> as the commander of the army and real ruler of feudal Japan. Identify a Japanese castle from a photograph. Define a <i>daimyo</i> as a person who owned a lot of land in feudal Japan.</p> <p>Lesson 5: Life of a Samurai Explain that samurai were required to be loyal to their daimyo. Define <i>samurai</i> as a Japanese warrior. Define <i>bushido</i> as the samurai code of honor.</p>

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		<p>Lesson 6: Kublai Khan Attacks Twice! Demonstrate mastery of important knowledge and skills in this semester. Explain that Kublai Khan's ships were destroyed by typhoons. Define <i>typhoon</i> as a violent storm having lots of rain and high winds. State that Kublai Khan attacked Japan.</p> <p>Lesson 7: Semester Assessment Demonstrate mastery of important knowledge and skills in this semester. Identify Erik the Red and Leif Eriksson as Viking explorers. Explain that Joan of Arc led the French against the English during the end of the Hundred Years' War. Identify the Vikings as people who lived near fjords. Identify Shintoism as Japan's oldest surviving religion. Explain that the flag of Japan shows a rising sun. State that Marco Polo worked for Kublai Khan in China. Explain that Mansa Musa made a famous pilgrimage to Mecca. Name William the Conqueror as the leader who led the Normans to conquer England. Explain that Vikings who settled in northern France were called Normans. Identify Ghana and Mali as medieval African kingdoms. Define a <i>shogun</i> as the commander of the army and real ruler of feudal Japan. Explain that Marco Polo traveled from Venice to China and its large empire. Explain that Ibn Battuta traveled in Africa, Europe, and Asia. Identify feudalism as a system in which people exchanged land, loyalty, and service in return for protection. Explain that a castle was both a home and a fortress. Identify Vikings as people who used runes. State that Kublai Khan attacked Japan. Explain that King Richard I and Saladin led armies against each other during some of the Crusades and then made a truce. Identify 1215 as the year the Magna Carta was signed. Identify the Silk Road as a great overland trade route between Europe and Asia. Name at least two of the Viking gods or goddesses. State that Buddhism is a religion that began in India and became important in China. Identify and explain the functions of any two of these inventions that came during the Song dynasty: the compass, paper money, gunpowder, and movable type. Identify Timbuktu as a center of trade and learning. Explain that the Crusades were wars between European Christians and Muslims for possession of Palestine and especially for the city of Jerusalem. Define <i>samurai</i> as a Japanese warrior. State that the Mongols conquered all of China. Define <i>serf</i> as a peasant who served a noble (lord) by farming the land in exchange for protection. Explain that fairs were often held in cathedral cities. Explain that Kublai Khan's ships were destroyed by typhoons. Identify Ibn Battuta as a famous Muslim explorer. Name England and France as the two countries that fought the Hundred Years' War. Explain that knights served kings, queens, and lords by fighting their enemies.</p>