

**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-HI3F3	Grade Level	3
Course Name	WOL-History Grade 3	# of Credits	NA
SCED Code	NA	Curriculum Type	K-12 Fuel Education

**COURSE DESCRIPTION**

**HISTORY 3**

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

**WYOMING CONTENT AND PERFORMANCE STANDARDS**

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
SS5.3.2	Identify basic economic concepts (e.g., supply, demand, price, and trade).
SS5.3.3	Identify and describe how science and technology have affected production and distribution locally, nationally, and globally (e.g., trains and natural resources).
SS5.4.1	Describe how small changes can lead to big changes (cause and effect) (e.g., discovery of electricity).
SS5.4.2	Describe how tools and technology makes life easier; describe how one tool or technology evolves into another (e.g., telegraph to telephone to cell phone or horse-drawn wagon to railroad to car); identify a tool or technology that impacted history (e.g., ships allowed for discovery of new lands or boiling water prevented spread of disease).
SS5.5.1	Use a map, globe, and mental mapping to identify familiar areas and simple patterns and create maps using various media.
SS5.5.2	Identify, describe, and use local physical and human characteristics to discuss the similarities and differences between parts of the community.
SS5.5.3	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.
SS5.6.1	Use various media resources in order to address a question or solve a problem.
SS2.6.3	Use digital tools to learn about social studies concepts.

## SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p>Where Shall We Go?</p> <p>People use maps, globes, and satellite images to find out important information about places. Learn to use map keys, compass roses, scales, and lines of latitude and longitude. Explore continents, oceans, and landforms and see how people adapt to living in different environments.</p>	<p>SS5.5.1 SS5.6.1 SS2.6.3</p>	<p>Unit 1: Where Shall We Go?</p> <p><a href="#">Lesson 1: Using Maps and Globes</a></p> <p>Describe the purpose of a map key and commonly used symbols. Interpret information on maps by using map keys. Identify differences between globes and maps. Review the names and locations of the continents and oceans. Explore concepts to be addressed during the year in History 3 National Geography Standard 3: How to analyze the spatial organization of people, places, and environments on Earth's surface. National Geography Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information. National Geography Standard 5: That people create regions to interpret Earth's complexity.</p> <p><a href="#">Lesson 2: Directions and Hemispheres</a></p> <p>Locate specified places relative to the Equator, prime meridian, or Earth's hemispheres. Name and locate the Earth's four hemispheres. Name the cardinal and intermediate directions and use them to describe locations. Identify and locate the Equator and prime meridian on a map. Recognize the purpose of a compass rose.</p> <p><a href="#">Lesson 3: The Places We Live</a></p> <p>Locate and name capitals on a political map. Identify where one lives from general to specific (for example, continent, country, state, city, neighborhood). Identify political maps as those showing the borders of countries or states. Distinguish continents from countries. Recognize capital cities as places where government officials meet and work. Locate places relative to their borders.</p>
<p>Background to the Renaissance</p> <p>After barbarian tribes invaded from the north, the Roman Empire fell, and all of Europe settled into a dark and difficult time. Eventually scholars, artists, and scientists looked to the ancient past to light the path to modern times. They remembered ancient Greece and Rome, and by 1350 a period of rebirth known as the Renaissance was underway.</p>	<p>SS5.5.1 SS5.5.2 SS5.6.1 SS2.6.3</p>	<p>Unit 2: Background to the Renaissance Summary</p> <p><a href="#">Lesson 1: Renaissance Means Rebirth</a></p> <p>State that rebirth meant a new interest in the civilizations of ancient Greece and Rome. Explain that <i>Renaissance</i> means <i>rebirth</i>. Define Renaissance as rebirth, referring to a rebirth of interest in the classical civilizations of Greece and Rome. Describe the late Middle Ages as a time when writers, thinkers, and artists rediscovered classical models. Identify Christianity as the dominant faith of Europe. Characterize the Middle Ages as a dangerous time and an age of faith.</p> <p><a href="#">Lesson 2: Glories of Greece</a></p> <p>Identify ancient Greece as the historic home of democracy. Identify Homer as a Greek poet. Recognize Plato and Aristotle as two great Greek thinkers.</p> <p><a href="#">Lesson 3: Remembering Rome</a></p> <p>State that Latin was the language of ancient Rome. Identify Cicero and Virgil as great Roman writers. State that Romans adopted many Greek ideas.</p> <p><a href="#">Lesson 4: Roman Greatness, Roman Peril</a></p> <p>Identify Marcus Aurelius as a great emperor of ancient Rome. Name two characteristics of Roman architecture (such as domes, arches, aqueducts, marble). Recognize that barbarian tribes on Rome's borders threatened Rome.</p> <p><a href="#">Lesson 5: A Dangerous Feudal World</a></p> <p>Identify Christianity as the dominant faith of Europe. Recognize the functions of castles, cathedrals, and monasteries. Describe the Middle Ages as a dangerous and hard time. Define the feudal system as an exchange of protection for service and labor.</p>

## SCOPE AND SEQUENCE

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		<p><a href="#">Lesson 6: Monks, Islam, and the Light of Classical Learning</a> Name Islam as a religion that valued learning and preserved classical works in the Middle Ages. Explain that in monasteries monks copied books and preserved learning. Recognize that by the late Middle Ages, European thinkers were rediscovering ancient Greek writers.</p> <p><a href="#">Lesson 7: Dante Writes a Book</a> Describe <i>The Divine Comedy</i> as a poem about life after death. Explain that the Christian faith provided hope for many Europeans during the Middle Ages. Identify Dante as the author of <i>The Divine Comedy</i>.</p> <p><a href="#">Lesson 8: Giotto Breaks with the Past</a> Name Giotto as a great artist of the late Middle Ages. State that Giotto painted realistic figures and showed emotions. Contrast Giotto's style with that of medieval art.</p> <p><a href="#">Lesson 9: Petrarch: The Treasure Hunter</a> Identify humanism as the idea that humans are good and capable of great things. Identify Petrarch as a writer and poet inspired by classical writers. Name Petrarch as the first humanist.</p> <p><a href="#">Lesson 10: Unit Review and Assessment</a> State that rebirth meant a new interest in the civilizations of ancient Greece and Rome. Name Islam as a religion that valued learning and preserved classical works in the Middle Ages. Explain that <i>Renaissance</i> means <i>rebirth</i>. Define the feudal system as an exchange of protection for service and labor. Identify Christianity as the dominant faith of Europe. Describe the Middle Ages as a dangerous and hard time. Recognize that by the late Middle Ages, European thinkers were rediscovering ancient Greek writers. Identify Dante as the author of <i>The Divine Comedy</i>. State that Giotto painted realistic figures and showed emotions. Explain that in monasteries monks copied books and preserved learning. Identify humanism as the idea that humans are good and capable of great things.</p>
<p>The Italian Renaissance</p> <p>The city-states of Italy paved the way for the Renaissance, or rebirth of interest in classical learning and the arts. Beginning around 1350, Venice, Rome, and Florence led the way. As towns grew, so did ideas and the arts. Talented people like Michelangelo, Leonardo da Vinci, and Brunelleschi spurred advances in art, architecture, literature, and science.</p>	<p>SS5.3.2</p> <p>SS5.5.1</p> <p>SS5.5.2</p> <p>SS5.5.3</p> <p>SS5.6.1</p> <p>SS2.6.3</p>	<p>Unit 3: The Italian Renaissance Summary</p> <p><a href="#">Lesson 1: Italy: The Hub of the Renaissance</a> Locate the Italian peninsula on a map. Identify city-states as main political units of Renaissance Italy. Identify trade as key to the growth of the Italian city-states. Name one major Italian city-state. Identify Italy, with its numerous competing city-states, as the place where the Renaissance began. Describe the Renaissance ideal of a well-rounded individual (the "Renaissance man"). Identify key figures, characteristics, and accomplishments of the Italian Renaissance. Identify Florence, Venice, and Rome as centers of Renaissance learning. Recognize that artists and scholars were inspired by ancient Greece and Rome.</p> <p><a href="#">Lesson 2: Florence and the Medici</a> Identify Florence as a center for cloth production and banking. Give an example of how the Medici family patronized learning and art. Identify the Medici as the leading family of Florence. Locate Florence on a map of Italy.</p> <p><a href="#">Lesson 3: Brunelleschi's Dome</a> State that Florence was famous for the great dome on its cathedral. Explain that Brunelleschi's new design was inspired by the buildings of ancient Rome. Identify the dome of the cathedral of Florence from pictures. Name Brunelleschi as the architect of the dome of the cathedral of Florence.</p>

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		<p><a href="#">Lesson 4: Lorenzo the Magnificent</a> Identify Lorenzo as an international banker and a patron of the arts and learning. Identify Lorenzo de Medici as an energetic, skillful leader of Renaissance Florence. Give an example of Lorenzo de Medici's love for the classics and poetry.</p> <p><a href="#">Lesson 5: Venice: Queen of the Adriatic</a> Locate Venice and the Adriatic Sea. Describe Venice as a city of canals. Identify Venice as a trading republic and empire led by the doge.</p> <p><a href="#">Lesson 6: Venice: Lion of Learning</a> Identify Venice as a center of scholarship and books. Identify the lion symbol with St. Mark and with Venice. Identify St. Mark's Square as the center of Venetian life and a crossroads of east and west.</p> <p><a href="#">Lesson 7: Rome Revived</a> Identify Rome as the historic center of a great civilization. Describe the revival of Rome as a time when the popes returned and the city again became an artistic and cultural center. Identify Rome as the historic home of the popes.</p> <p><a href="#">Lesson 8: Da Vinci: The Renaissance Man</a> Identify Leonardo da Vinci as a great artist and inventor. Define the phrase <i>Renaissance man</i> as one who does many things well. Name one famous painting by Leonardo da Vinci (<i>The Mona Lisa</i> or <i>The Last Supper</i>).</p> <p><a href="#">Lesson 9: Meet Michelangelo</a> Describe Michelangelo's style as lifelike. Recognize the Pietà and the David as two of Michelangelo's greatest works. Identify Michelangelo as a great sculptor and painter from Florence.</p> <p><a href="#">Lesson 10: Julius II, Michelangelo, and the Sistine Chapel</a> Recognize the Creation of Adam from a photograph. State that the Sistine Chapel ceiling is a fresco. Name Julius II as an important Renaissance pope who hired Michelangelo to paint the Sistine Chapel ceiling. Summarize the conflict between Julius and Michelangelo on painting the ceiling.</p> <p><a href="#">Lesson 11: Isabella d'Este: Renaissance Woman</a> Name Isabella d'Este as one of the most important women of the Renaissance. Explain how Isabella d'Este made the court of Mantua a center of art and learning. Describe Isabella d'Este as a leader of Mantua.</p> <p><a href="#">Lesson 12: Castiglione and The Book of the Courtier</a> Explain that <i>The Book of the Courtier</i> defined Renaissance ideals, especially for courtiers. Define <i>courtier</i> as one who serves a prince. Name Castiglione as the author of <i>The Book of the Courtier</i>. Name three Renaissance ideals, such as good character; grace; classical education; and ability to play an instrument, draw, or paint.</p> <p><a href="#">Lesson 13: Rebuilding St. Peter's</a> Identify St. Peter's Basilica as the largest Christian church in the world. Name Michelangelo as the architect of St. Peter's dome. Describe the construction of St. Peter's as being very expensive. Name Julius II as the pope who ordered the rebuilding of St. Peter's Basilica.</p> <p><a href="#">Lesson 14: Unit Review and Assessment</a> Describe Michelangelo's style as lifelike. Identify Lorenzo as an international banker and a patron of the arts and learning. Identify Venice as a trading republic and empire led by the doge. Define the phrase <i>Renaissance man</i> as one who does many things well. Identify Michelangelo as a great sculptor and painter from Florence.</p>

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		<p>Identify St. Peter's Basilica as the largest Christian church in the world.            Demonstrate mastery of important knowledge and skills taught in previous lessons.            Identify the dome of the cathedral of Florence from pictures.            Recognize the Pietà and the David as two of Michelangelo's greatest works.            Name one famous painting by Leonardo da Vinci (<i>The Mona Lisa</i> or <i>The Last Supper</i>).            Describe Venice as a city of canals.            Name Julius II as an important Renaissance pope who hired Michelangelo to paint the Sistine Chapel ceiling.            Recognize the Creation of Adam from a photograph.            Explain that <i>Renaissance</i> means <i>rebirth</i>.            Locate the Italian peninsula on a map.            Identify the Medici as the leading family of Florence.            Describe Isabella d'Este as a leader of Mantua.            Identify Florence as a center for cloth production and banking.            Name Brunelleschi as the architect of the dome of the cathedral of Florence.</p>
<p>The Renaissance Elsewhere and the Reformation            The Renaissance began in Italy, but quickly spread to the rest of Europe. Gutenberg's remarkable printing press brought new ideas to a wider audience, while scientists like Galileo studied the stars. European rulers brought about change with armies and art. But the biggest change of all came from a German monk named Martin Luther.</p>	<p>SS5.4.2            SS5.5.1            SS5.5.2            SS5.5.3            SS5.6.1            SS2.6.3</p>	<p>Unit 4: The Renaissance Elsewhere and the Reformation  <a href="#">Lesson 1: Gutenberg Breaks into Print</a>            State that strong monarchs emerged in England, France, and Spain.            Define the Reformation as a split within Christianity.            Identify key artistic and scientific advances in northern Europe.            Identify Martin Luther as a German monk who led the Reformation.            Identify the development of the printing press as key to the spread of Renaissance ideas and ideals.            Recognize the role of Italy in the spread of Renaissance ideas to northern Europe.            State that the Reformation created political and religious splits in Europe.            Name Johannes Gutenberg as the inventor of the printing press.            Explain that printing large numbers of books was one of the most important results of Gutenberg's invention.            Name the Bible as the first important book Gutenberg printed.</p> <p><a href="#">Lesson 2: Crescent Versus Cross</a>            Identify the Ottoman Turks as the victors in the battle for Constantinople.            Locate Christian and Muslim domains on a map.            Name Ferdinand and Isabella as the king and queen who ousted the Moors from Spain.            State that wars between Christians and Muslims lasted into the Renaissance.</p> <p><a href="#">Lesson 3: Renaissance Monarchs and the Changing Face of Europe</a>            Define a monarch as a single ruler, such as a king or queen.            Name Francis I as a powerful Renaissance monarch of France who imported Italian artists and ideas.            Explain that powerful Renaissance monarchs established large armies and built magnificent palaces.</p> <p><a href="#">Lesson 4: Making Music in the Renaissance</a>            Describe madrigals as Renaissance songs for four or five voices.            Describe the Renaissance as a period when people sang new kinds of songs and played new kinds of musical instruments.</p> <p><a href="#">Lesson 5: An Eye for Detail: Van Eyck and Dürer</a>            Describe Northern European Renaissance painting as very detailed and realistic.            Explain that the printing press made it possible for ideas and prints of Italian art to spread to northern Europe.            Name van Eyck and Dürer as major Renaissance artists from northern Europe.</p> <p><a href="#">Lesson 6: Copernicus Moves the Earth</a>            Tell that Copernicus believed the Earth moved around the sun.            Describe the Renaissance as an age of learning and invention in science and math.            Tell that in the Middle Ages, most people believed that the sun moved around the Earth.</p> <p><a href="#">Lesson 7: Martin Luther and the 95 Theses</a>            Explain that the printing press helped spread Martin Luther's ideas.            Identify the 95 Theses as a document that criticized church practices.</p>

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		<p>Name Martin Luther as a monk who wished to reform the Christian Church.</p> <p><a href="#">Lesson 8: A Diet of Worms? The Reformation Splits Christianity</a>            Define the Reformation as a religious movement that divided the Christian Church into Catholic and Protestant branches.            Explain the origin of the word <i>Protestant</i>.            State that Luther's protests caused a break with the established church and that he gained support among German princes.</p> <p><a href="#">Lesson 9: Europe Fractured</a>            State that after the Reformation and wars over religion, Europe was divided into Catholic and Protestant countries.            Recognize that many people (princes, reformers, and ordinary folk) found Luther's ideas appealing.            State that in Europe, wars over religion followed Luther's break with the church.</p> <p><a href="#">Lesson 10: Henry VIII and England for Protestantism</a>            Name Henry VIII as the English king who broke with the Catholic Church.            Explain that Henry VIII's divorce was the reason for England's break with the Catholic Church.            Identify the Church of England as the new church Henry VIII founded.</p> <p><a href="#">Lesson 11: The Counter-Reformation</a>            Identify the Counter-Reformation as a reform within the Catholic Church in response to the Reformation.            Name Ignatius of Loyola as the founder of the Society of Jesus, which defended the pope and spread Catholicism.</p> <p><a href="#">Lesson 12: Galileo Faces the Inquisition</a>            Explain that Galileo's work conflicted with the church's position and that he was tried for heresy.            State that Galileo's work confirmed Copernicus's theory.            Identify Galileo as an astronomer who studied the skies with a telescope.</p> <p><a href="#">Lesson 13: Unit Review and Assessment</a>            Define a monarch as a single ruler, such as a king or queen.            Define the Reformation as a religious movement that divided the Christian Church into Catholic and Protestant branches.            Explain the origin of the word <i>Protestant</i>.            Name Johannes Gutenberg as the inventor of the printing press.            State that wars between Christians and Muslims lasted into the Renaissance.            Name Ferdinand and Isabella as the king and queen who ousted the Moors from Spain.            Identify the 95 Theses as a document that criticized church practices.            Name Martin Luther as a monk who wished to reform the Christian Church.            Name the Bible as the first important book Gutenberg printed.            Name van Eyck and Dürer as major Renaissance artists from northern Europe.            Name Ignatius of Loyola as the founder of the Society of Jesus, which defended the pope and spread Catholicism.            Tell that Copernicus believed the Earth moved around the sun.            Recognize the role of Italy in the spread of Renaissance ideas to northern Europe.            Name Francis I as a powerful Renaissance monarch of France who imported Italian artists and ideas.            State that after the Reformation and wars over religion, Europe was divided into Catholic and Protestant countries.            Identify Galileo as an astronomer who studied the skies with a telescope.            State that Galileo's work confirmed Copernicus's theory.            Identify the development of the printing press as key to the spread of Renaissance ideas and ideals.            Explain that Henry VIII's divorce was the reason for England's break with the Catholic Church.</p>

## SCOPE AND SEQUENCE

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<p>Moving from Maps to the World</p> <p>Where is that mountain? How long is that river?</p> <p>Scales and symbols help mapmakers show a great deal of information in a small space. Scales show the distances between places, while symbols are small pictures or shapes that represent the real thing.</p>	<p>SS5.4.2</p> <p>SS5.5.1</p> <p>SS5.5.2</p> <p>SS5.5.3</p> <p>SS5.6.1</p> <p>SS2.6.3</p>	<p>Unit 5: Moving from Maps to the World Summary</p> <p><a href="#">Lesson 1: How Far Away Is It?</a></p> <p>Explain the purpose of a scale on a map.</p> <p>Use the scale on a map to calculate the distance between places.</p> <p>National Geography Standard 15: How physical systems affect human systems.</p> <p>National Geography Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.</p> <p>National Geography Standard 11: The patterns and networks of economic interdependence on Earth's surface.</p> <p><a href="#">Lesson 2: Landforms and Adapting to Where We Live</a></p> <p>Discuss the geographic reasons for the growth of cities on rivers.</p> <p>Identify and compare major landforms including mountains, hills, plains, and plateaus.</p> <p>Identify ways in which people adapt to living in different environments.</p> <p>Locate landforms on a map.</p> <p><a href="#">Lesson 3: Natural Resources</a></p> <p>Use resource maps to get information.</p> <p>Identify natural resources as animal, plant, mineral, or fossil fuel.</p> <p>Distinguish renewable from nonrenewable resources.</p>
<p>The Age of Exploration</p> <p>The Age of Exploration began with some questions: How wide are the oceans? How large is Africa? What is the quickest way to reach the riches of the Indies? Is it possible to sail around the world? It continued with some answers, thanks to leaders like Prince Henry, King Ferdinand, and Queen Isabella, and explorers like Columbus, Balboa, and Magellan.</p>	<p>SS5.3.3</p> <p>SS5.4.1</p> <p>SS5.4.2</p> <p>SS5.6.1</p> <p>SS2.6.3</p>	<p>Unit 6: The Age of Exploration Summary</p> <p><a href="#">Lesson 1: Prince Henry the Navigator</a></p> <p>Identify key individuals with their important voyages.</p> <p>Describe the Renaissance as an age of exploration and discovery.</p> <p>List key advances in navigation that made voyages of exploration possible (caravel, compass, astrolabe).</p> <p>Recognize Portugal and Spain as the leading powers at this time.</p> <p>Identify European motivations for voyages.</p> <p>Identify Henry the Navigator as a prince of Portugal interested in navigation and exploration.</p> <p>Tell how Henry improved navigation.</p> <p>Describe the Renaissance as an Age of Exploration.</p> <p><a href="#">Lesson 2: Bartolomeu Dias and the Cape of Good Hope</a></p> <p>Explain that Bartolomeu Dias hoped to find a sea route to India.</p> <p>Identify the southern tip of Africa as the Cape of Good Hope.</p> <p>Identify Bartolomeu Dias as the Portuguese explorer who located the southern tip of Africa.</p> <p><a href="#">Lesson 3: What Did Columbus Find?</a></p> <p>Define the <i>Indies</i> as the lands of India, China, and Japan.</p> <p>Identify Christopher Columbus as an explorer who sought a route to the Indies by sailing west.</p> <p>Explain that Columbus discovered the Americas, two continents previously unknown to Europeans, and claimed the lands for Spain.</p> <p><a href="#">Lesson 4: Da Gama and Cabral Claim More for Portugal</a></p> <p>Identify Vasco da Gama as a Portuguese explorer whose trip around Africa to the Indies made Portugal a major trading power.</p> <p>Identify Pedro Cabral as the Portuguese explorer who claimed Brazil for Portugal.</p> <p>Explain that the pope divided the New World between Portugal and Spain.</p> <p><a href="#">Lesson 5: Balboa Sights the Pacific</a></p> <p>Identify Balboa as a Spanish explorer.</p> <p>Explain that Balboa's sighting established that there were two oceans and that the New World was a landmass between Europe and Asia.</p> <p>Describe Balboa as the first European to sight the Pacific Ocean from its eastern shore.</p> <p><a href="#">Lesson 6: Circling the Globe: Magellan's Voyage of Discovery</a></p> <p>Name Ferdinand Magellan as the captain of the first expedition to circle the globe.</p> <p>Explain that the Pacific Ocean got its name because Magellan and his sailors thought it was peaceful.</p> <p>Label the Strait of Magellan and explain why it has that name.</p>



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		<p><a href="#">Lesson 7: Search for a Northwest Passage</a>            Identify an explorer who searched for a Northwest Passage to the Indies.            Name England and France as the first countries wanting a route to the Indies through the north.            Define <i>Northwest Passage</i> as a hoped-for waterway to the Pacific Ocean through North America.</p> <p><a href="#">Lesson 8: Unit Review and Assessment</a>            Identify Vasco da Gama as a Portuguese explorer whose trip around Africa to the Indies made Portugal a major trading power.            Identify Henry the Navigator as a prince of Portugal interested in navigation and exploration.            Define the <i>Indies</i> as the lands of India, China, and Japan.            Explain that the pope divided the New World between Portugal and Spain.            Identify the southern tip of Africa as the Cape of Good Hope.            Identify Christopher Columbus as an explorer who sought a route to the Indies by sailing west.            Describe an electric circuit as a complete closed path for an electric current.            Tell how Henry improved navigation.            Identify Bartolomeu Dias as the Portuguese explorer who located the southern tip of Africa.            Describe Balboa as the first European to sight the Pacific Ocean from its eastern shore.            Name Ferdinand Magellan as the captain of the first expedition to circle the globe.            Identify Pedro Cabral as the Portuguese explorer who claimed Brazil for Portugal.            Describe the Renaissance as an Age of Exploration.</p>
<p>The World They Found            As explorers from Europe made their way to the Americas, they discovered civilizations that were rich in culture and tradition. See what these explorers learned from the New World of the Aztecs, Incas, and Maya, and learn what happened when the Old World encountered the New.</p>	<p>SS5.4.2            SS5.5.1            SS5.5.2            SS5.5.3            SS5.6.1            SS2.6.3</p>	<p>Unit 7: The World They Found Summary  <a href="#">Lesson 1: Travel Back in Time: The Mysterious Maya</a>            Describe the Maya as an ancient Native American civilization on the Yucatán peninsula.            Locate the Yucatán peninsula on a map.            Name two achievements of the Maya or aspects of Maya life (such as an accurate calendar, pyramid temples, and writing).            Recognize that different civilizations and cultures inhabited the Americas before the arrival of Europeans.            Characterize the conflict of Spanish and Native American civilizations as a clash of civilizations in which the Spanish conquered the Aztec and Inca Empires.            Describe the motivations of the Spanish in the New World.            Identify key figures in the conflict: Moctezuma, Cortés, Atahualpa, Pizarro, and Las Casas.            List the Maya, Aztecs, and Incas as three major pre-Columbian civilizations and describe some of their skills and abilities.</p> <p><a href="#">Lesson 2: Aztec Origins: Legend of the Eagle on the Cactus</a>            Locate the Valley of Mexico and the Aztec Empire on a map.            State that the Mexican flag has a symbol of an eagle, cactus, and snake.            Explain the legend behind the symbols on the Mexican flag.</p> <p><a href="#">Lesson 3: Astonishing Aztecs: Builders and Warriors</a>            Describe the Aztecs as city-builders.            Describe the Aztecs as fierce warriors.            Recognize that the Aztecs worshipped many gods.</p> <p><a href="#">Lesson 4: The Inca Empire</a>            Describe two important characteristics of Inca civilization, such as the use of roads, rope bridges, and couriers.            Identify the Incas as a civilization located in the Andes mountain range.            Locate the Inca Empire on a map.</p> <p><a href="#">Lesson 5: Machu Picchu</a>            Identify Cuzco as the capital of the Inca Empire.            Describe the Incas as excellent stonemasons.            Describe Machu Picchu as a stone city built by the Incas in the Andes.</p>



## SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<p><a href="#">Lesson 6: Spanish Motivations: Gold, God, and Empire</a> Tell three reasons the Spanish wished to gain control of the Americas (to find gold, build Spain's empire, and spread Christianity).</p> <p><a href="#">Lesson 7: Cortés and Moctezuma</a> Recognize that the Spanish defeated the Aztecs. Define <i>conquistador</i> as a Spanish conqueror. Identify Hernán Cortés as a Spanish explorer and conqueror of the Aztecs. Identify Moctezuma as emperor of the Aztecs.</p> <p><a href="#">Lesson 8: Pizarro and Atahualpa</a> Explain that the Spanish were able to conquer the Incas with a small force. Describe Atahualpa as the leader of the Incas. Describe Francisco Pizarro as the Spanish conquistador who conquered the Incas.</p> <p><a href="#">Lesson 9: Las Casas Speaks Out Against Indian Enslavement</a> State that both the Portuguese and the Spanish used slave labor in the Americas. State that Portugal claimed Brazil. Identify Las Casas as a priest who worked to improve the lives of the Indians under Spanish rule. Locate Brazil on a world map or globe.</p> <p><a href="#">Lesson 10: Unit Review and Assessment</a> Locate the Yucatán peninsula on a map. Describe the Maya as an ancient Native American civilization on the Yucatán peninsula. Name two achievements of the Maya or aspects of Maya life (such as an accurate calendar, pyramid temples, and writing). Locate the Valley of Mexico and the Aztec Empire on a map. Tell three reasons the Spanish wished to gain control of the Americas (to find gold, build Spain's empire, and spread Christianity). Identify Hernán Cortés as a Spanish explorer and conqueror of the Aztecs. Locate the Inca Empire on a map. Describe Machu Picchu as a stone city built by the Incas in the Andes. Recognize that the Spanish defeated the Aztecs. State that Portugal claimed Brazil. Describe the Aztecs as city-builders. Describe two important characteristics of Inca civilization, such as the use of roads, rope bridges, and couriers. Define <i>conquistador</i> as a Spanish conqueror. State that both the Portuguese and the Spanish used slave labor in the Americas. Identify Las Casas as a priest who worked to improve the lives of the Indians under Spanish rule. Describe the Aztecs as fierce warriors. Identify Cuzco as the capital of the Inca Empire. Identify Moctezuma as emperor of the Aztecs. Describe Francisco Pizarro as the Spanish conquistador who conquered the Incas. Explain that the Spanish were able to conquer the Incas with a small force.</p> <p><a href="#">Lesson 11: Semester Review and Assessment</a> Demonstrate mastery of important knowledge and skills in this semester. Give an example of how the Medici family patronized learning and art. Define the Reformation as a religious movement that divided the Christian Church into Catholic and Protestant branches. Explain that Columbus discovered the Americas, two continents previously unknown to Europeans, and claimed the lands for Spain. Describe Francisco Pizarro as the Spanish conquistador who conquered the Incas. Demonstrate mastery of important knowledge and skills taught in previous lessons. State that rebirth meant a new interest in the civilizations of ancient Greece and Rome. Define the phrase <i>Renaissance man</i> as one who does many things well. Name one famous painting by Leonardo da Vinci (<i>The Mona Lisa</i> or <i>The Last Supper</i>). State that Galileo's work confirmed Copernicus's theory. Identify Hernán Cortés as a Spanish explorer and conqueror of the Aztecs.</p>

## SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<p>Name Martin Luther as a monk who wished to reform the Christian Church.            Name Ferdinand Magellan as the captain of the first expedition to circle the globe.            Identify Moctezuma as emperor of the Aztecs.            Identify Las Casas as a priest who worked to improve the lives of the Indians under Spanish rule.            State that Giotto painted realistic figures and showed emotions.            Name Brunelleschi as the architect of the dome of the cathedral of Florence.            Tell how Henry improved navigation.            Describe Balboa as the first European to sight the Pacific Ocean from its eastern shore.            Tell three reasons the Spanish wished to gain control of the Americas (to find gold, build Spain's empire, and spread Christianity).            Explain that <i>Renaissance</i> means <i>rebirth</i>.            Name Johannes Gutenberg as the inventor of the printing press.            Identify Galileo as an astronomer who studied the skies with a telescope.            Describe the Renaissance as an Age of Exploration.            Recognize the Pietà and the David as two of Michelangelo's greatest works.            Identify Henry the Navigator as a prince of Portugal interested in navigation and exploration.            State that wars between Christians and Muslims lasted into the Renaissance.            Identify Vasco da Gama as a Portuguese explorer whose trip around Africa to the Indies made Portugal a major trading power.            Describe Atahualpa as the leader of the Incas.</p>
<p>Looking East: Ottomans and Mughals            Take a closer look at the Eastern Hemisphere for a glimpse of life in the Ottoman Empire, which flourished under the leadership of Süleyman the Magnificent. In India, the Mughal Empire began and grew during the reigns of Babur and Akbar. Shah Jahan followed and left a lasting memorial, the Taj Mahal.</p>	<p>SS5.5.1            SS5.5.2            SS5.5.3            SS5.6.1            SS2.6.3</p>	<p>Unit 8: Looking East: Ottomans and Mughals Summary  <a href="#">Lesson 1: The Rising Ottoman Turks</a>            State that the Ottoman Turks conquered Constantinople in 1453 and renamed it Istanbul.            Locate Asia Minor and the Black Sea on a map.            Name the early Ottoman Turks as Muslim tribes from Asia Minor.            Recognize Hinduism and Islam as two faiths present in India.            Identify key places and people in the Ottoman and Mughal Empires: Istanbul, Agra, the Süleymaniye mosque, the Taj Mahal, Süleyman, Akbar, and Shah Jahan.            Describe the Ottomans as rivals for trade and territory with European countries such as Spain and Portugal.            Locate the Ottoman and Mughal Empires on a map.            Describe the Ottoman and Mughal Empires as large and expanding Muslim empires during the Renaissance.</p> <p><a href="#">Lesson 2: Süleyman, the Lawgiver</a>            Locate the Ottoman Empire on a map.            Identify Süleyman I as an important leader of the Ottoman Empire.            Explain that Süleyman I expanded the empire and organized its laws.</p> <p><a href="#">Lesson 3: Süleyman, the Builder</a>            Name Süleyman as a person who loved and supported art and architecture.            Name two kinds of buildings or monuments Süleyman had built in Istanbul, such as palaces, mosques, public baths, fountains, and bridges.</p> <p><a href="#">Lesson 4: The Trading Turks</a>            Identify the crescent and star as symbols of Islam.            State that the Ottoman Turks were skilled traders.            Name some products sold at the Grand Bazaar in Istanbul.            Name three places where the Ottoman Turks traded.</p> <p><a href="#">Lesson 5: Mughals Victorious in India</a>            Explain that many people wanted spices and gems from India.            Locate the Indian subcontinent on a map and name the Indus and Ganges as India's two main rivers.            State that Hinduism was the main religion of India.            Name the Mughal Empire as the powerful Muslim empire established in India.</p> <p><a href="#">Lesson 6: Akbar the Wise</a>            Identify Akbar as a great Mughal emperor.            Describe Akbar as a Muslim ruler interested in all religions.</p>

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<p>State that Akbar worked to make sure people of different religions could live together in peace.</p> <p><a href="#">Lesson 7: Shah Jahan Builds the Taj Mahal</a> Name Shah Jahan as a Mughal emperor who built the Taj Mahal. Describe the Taj Mahal as a beautiful tomb for Shah Jahan's wife. Name some characteristics of the Taj Mahal (such as its enormous dome, minarets, and use of marble). Identify the Taj Mahal from a set of images.</p> <p><a href="#">Lesson 8: Unit Review and Assessment</a> Locate the Ottoman Empire on a map. State that the Ottoman Turks were skilled traders. Identify the Taj Mahal from a set of images. State that Akbar worked to make sure people of different religions could live together in peace. Describe the Taj Mahal as a beautiful tomb for Shah Jahan's wife. Name the Mughal Empire as the powerful Muslim empire established in India. Explain that Süleyman I expanded the empire and organized its laws. Name the early Ottoman Turks as Muslim tribes from Asia Minor. State that the Ottoman Turks conquered Constantinople in 1453 and renamed it Istanbul. Identify the crescent and star as symbols of Islam. Locate the Indian subcontinent on a map and name the Indus and Ganges as India's two main rivers. State that Hinduism was the main religion of India.</p>
<p>Africa, China, and Japan In Africa, the kingdom of Benin became a center of trade, which came to include the buying and selling of slaves. In China, the Ming Dynasty began. Yongle established Beijing as the Chinese capital and built the Forbidden City within its walls. In feudal Japan, the Portuguese discovered a rich world, which the Japanese shogun promptly closed to the West.</p>	<p>SS5.3.2 SS5.5.1 SS5.5.2 SS5.5.3 SS5.6.1 SS2.6.3</p>	<p>Unit 9: Africa, China, and Japan Summary <a href="#">Lesson 1: Benin Grows</a> Describe the kingdom of Benin as one that flourished because of trade. Locate the kingdom of Benin on a map. State that skilled craftsmen in Benin made beautiful works of art from brass. Describe the growth of European trade with Africa, China, and Japan. Locate on a map the kingdoms of Benin, China, and Japan. Identify key places, dynasties, and products of the three areas: Benin, brasswork, the Niger River, Beijing, the Forbidden City, The Great Wall, The Ming Dynasty, silk and porcelain, the Tokugawa shogunate, and Francis Xavier. Recognize that both China and Japan closed themselves to the West in this period. Understand the impact of New World exploration on the development of transatlantic slave trade.</p> <p><a href="#">Lesson 2: The New Slave Trade: East and West</a> Explain that the Portuguese wanted slaves to work on sugar plantations in the New World. Define <i>transatlantic</i> to mean "across the Atlantic Ocean." Explain some major effects of the transatlantic slave trade.</p> <p><a href="#">Lesson 3: The Ming Dynasty and a Forbidden City</a> List some features of the Forbidden City (such as red brick walls; yellow tile roofs; dragons or animal guardians on roofs). Identify the Forbidden City as the home of the emperor. State that the Ming made Beijing the capital city of China. Describe the Ming as an important Chinese dynasty.</p> <p><a href="#">Lesson 4: Chinese Trade in the Age of Exploration</a> List silk and porcelain as goods produced and traded by China. Explain that the Chinese were suspicious of the Europeans. Describe Zheng He as a Chinese explorer. Explain that Spain and Portugal began to trade with China.</p> <p><a href="#">Lesson 5: Rebuilding the Great Wall</a> Identify the Great Wall of China from photographs. Name some characteristics of the Great Wall (for example, it was very long, was made of stone, had watchtowers and signal towers, and was wide enough to fit six horses across). Explain that the Ming built the Great Wall to keep out invaders.</p>

## SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<p><a href="#">Lesson 6: The Portuguese in Feudal Japan</a>            Recognize that people in Japan lived under a feudal system.            Describe Japan as an island kingdom.            Describe the period in which the Portuguese arrived as a time of fighting.            Explain that the Portuguese went to Japan to trade and to spread the Christian faith.</p> <p><a href="#">Lesson 7: The Tokugawa Shoguns Throw the Foreigners Out</a>            Explain that early Tokugawa shoguns expelled Europeans from Japan.            Define <i>shogun</i> as the chief military ruler of Japan.            Recognize that the Tokugawa were powerful rulers of Japan.</p> <p><a href="#">Lesson 8: Unit Review and Assessment</a>            State that skilled craftsmen in Benin made beautiful works of art from brass.            Recognize that people in Japan lived under a feudal system.            Recognize that the Tokugawa were powerful rulers of Japan.            Explain that early Tokugawa shoguns expelled Europeans from Japan.            Locate the kingdom of Benin on a map.            State that the Ming made Beijing the capital city of China.            Name some characteristics of the Great Wall (for example, it was very long, was made of stone, had watchtowers and signal towers, and was wide enough to fit six horses across).            List silk and porcelain as goods produced and traded by China.            Explain that the Ming built the Great Wall to keep out invaders.            Describe the period in which the Portuguese arrived as a time of fighting.            List some features of the Forbidden City (such as red brick walls; yellow tile roofs; dragons or animal guardians on roofs).            Explain that the Portuguese wanted slaves to work on sugar plantations in the New World.            Explain some major effects of the transatlantic slave trade.            Explain that Spain and Portugal began to trade with China.            Identify the Forbidden City as the home of the emperor.</p>
<p>England's Golden Age and Beyond            Explore the golden age of England, beginning with the powerful reign of Queen Elizabeth I. Meet Sir Francis Drake and participate in the defeat of the Spanish Armada. Enter the New World with Sir Walter Raleigh and enjoy the expressive language of William Shakespeare. Then learn about the Stuarts and the Glorious Revolution that followed</p>	<p>SS5.5.1            SS5.5.2            SS5.5.3            SS5.6.1            SS2.6.3</p>	<p>Unit 10: England's Golden Age and Beyond Summary  <a href="#">Lesson 1: Elizabeth I: Her Father's Daughter</a>            Describe Elizabeth I as a great English queen.            Define the expression "golden age" as a high point of learning and accomplishment.            Name two problems England faced when Elizabeth was crowned (religious splits within England, rivalry with Spain, people not used to rule by a woman).            Define the expression "Elizabethan era" as the time when Elizabeth I was queen of England.            State that England became a powerful nation under Elizabeth's rule.            Identify the reign of Elizabeth as a "golden age," or time of cultural and political flourishing.            Identify Spain as England's main rival.            State that England began to explore and colonize North America.            Identify England as an increasingly strong nation-state under Elizabeth I.            Identify Shakespeare as England's most famous bard.            Recognize historic English concern for defense of liberties in the quarrel with James I and the Glorious Revolution.</p> <p><a href="#">Lesson 2: Sir Francis Drake</a>            Describe Francis Drake as a daring English sea captain who attacked Spanish and Portuguese ships.            Name Spain and Portugal as England's major rivals during the Renaissance.            State that Francis Drake made a voyage around the world.</p> <p><a href="#">Lesson 3: Defeat of the Spanish Armada</a>            Define <i>Spanish Armada</i> as a fleet of armed Spanish ships.            State that Sir Francis Drake and the English navy defeated the Spanish Armada in 1588.            Explain that England became a major sea power as a result of its defeat of the Spanish Armada.</p> <p><a href="#">Lesson 4: Go Forth, Sir Walter!</a>            Name Walter Raleigh as the first person to attempt settlement of English colonies in North America.            Describe Walter Raleigh as a person who was interested in exploration.</p>

## SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<p>Name Roanoke as the Lost Colony.</p> <p><a href="#">Lesson 5: Shakespeare: England's Bard</a> State that William Shakespeare wrote many plays during the Elizabethan era. Name William Shakespeare as the greatest English poet and playwright. Give two English expressions we still use that come from Shakespeare's plays.</p> <p><a href="#">Lesson 6: All the World's a Stage: The Globe</a> Name the Globe as the London theater where Shakespeare's plays were performed. Tell two characteristics of Elizabethan theatergoers and theater. Describe the Globe as a theater in the round that was open to the sky.</p> <p><a href="#">Lesson 7: Stewing the Stuarts</a> State that the Stuart dynasty succeeded the Tudors. Define "divine right of kings" as the belief that kings got their authority from God and not from the people. Identify James I as the king of Scotland and the monarch who succeeded Elizabeth. Explain that Parliament ousted the Stuarts.</p> <p><a href="#">Lesson 8: A Glorious Revolution</a> State that the English Parliament invited William and Mary to rule England. Explain that the Glorious Revolution was a bloodless revolution that made Parliament more powerful than the king. Describe the republic in England as short-lived. Explain that with the English Bill of Rights, the king promised to keep the laws made by Parliament.</p> <p><a href="#">Lesson 9: Unit Review and Assessment</a> Name two problems England faced when Elizabeth was crowned (religious splits within England, rivalry with Spain, people not used to rule by a woman). Describe Francis Drake as a daring English sea captain who attacked Spanish and Portuguese ships. Define <i>Spanish Armada</i> as a fleet of armed Spanish ships. Define the expression "golden age" as a high point of learning and accomplishment. State that England became a powerful nation under Elizabeth's rule. Define the expression "Elizabethan era" as the time when Elizabeth I was queen of England. Name Walter Raleigh as the first person to attempt settlement of English colonies in North America. Define "divine right of kings" as the belief that kings got their authority from God and not from the people. Describe Walter Raleigh as a person who was interested in exploration. Name William Shakespeare as the greatest English poet and playwright. State that the Stuart dynasty succeeded the Tudors. Demonstrate mastery of important knowledge and skills taught in previous lessons. State that Sir Francis Drake and the English navy defeated the Spanish Armada in 1588. Explain that the Glorious Revolution was a bloodless revolution that made Parliament more powerful than the king. Explain that with the English Bill of Rights, the king promised to keep the laws made by Parliament.</p>
<p>The America They Found and Founded</p> <p>The first Americans arrived in North America during the Ice Age. Their descendents had spread across the continent and established major cultures when the Europeans arrived.</p> <p>These European settlers came looking for freedom, land, and gold. By 1750, thirteen British colonies dotted the American coastline.</p>	<p>SS5.5.1</p> <p>SS5.5.2</p> <p>SS5.5.3</p> <p>SS5.6.1</p> <p>SS2.6.3</p>	<p>Unit 11: The America They Found and Founded Summary</p> <p><a href="#">Lesson 1: The First Americans</a> State that native people in the Pacific Northwest were skilled at fishing and whaling. Name one crop cultivated by the Pueblo Indians. Describe southwestern (Pueblo) Indians as desert dwellers. Explain that the first Americans crossed a land bridge to travel from Asia to North America. List the Pacific Northwest, desert, Plains, and Eastern woodland peoples as major cultures and describe some of their skills and abilities. Describe various motivations of the English who came to the New World (gold, religious freedom, land, freedom from imprisonment). Identify key figures and events in early settlement, such as John Smith and the Jamestown settlement, Pilgrims, Puritans, William Penn, and James Oglethorpe.</p>

## SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<p>Recognize that different cultures inhabited North America before the arrival of Europeans. Explain that many different kinds of people came to the British colonies in North America.</p> <p><a href="#">Lesson 2: People of the Plains and Forest</a> Describe Eastern Woodland tribes as forest dwellers who hunted and farmed. Explain that the Plains Indians hunted buffalo for food and clothing. Name one Plains tribe and one Eastern Woodland tribe. Locate the Rocky Mountains, Great Plains, Mississippi River, and Appalachians on a map.</p> <p><a href="#">Lesson 3: The Story of Jamestown</a> Explain that the English started the Jamestown colony to find gold. Describe the hard experience at Jamestown. Name Jamestown as the first successful English settlement in North America. Identify John Smith as the leader who saved Jamestown.</p> <p><a href="#">Lesson 4: The Story of Plymouth Colony</a> Name the <i>Mayflower</i> as the boat on which the Pilgrims sailed. Describe Plymouth as a colony begun for religious freedom. Recognize the key role of the Indians in assisting the Pilgrims through their first year. Describe Thanksgiving as the festival in which the Pilgrims thanked God for their harvest.</p> <p><a href="#">Lesson 5: The Story of William Penn</a> State that <i>Philadelphia</i> means "City of Brotherly Love." Name the Puritans as another group that came to America for religious freedom. Explain that Pennsylvania was founded for religious freedom for Quakers and others. Describe William Penn as the founder of Pennsylvania.</p> <p><a href="#">Lesson 6: More Colonists in Maryland and Georgia</a> State that Maryland was founded for religious freedom for Catholics. Explain that Georgia was founded as a refuge for debtors. State that by the 1730s there were 13 English colonies on the east coast of North America.</p> <p><a href="#">Lesson 7: From Many Lands</a> Name some other nationalities of the colonists, such as German, Irish, and Dutch. State that New York was originally Dutch. Define a plantation as a large farm that required a lot of laborers. Explain that African slaves became a large part of the workforce in the South.</p> <p><a href="#">Lesson 8: Unit Review and Assessment</a> Demonstrate mastery of important knowledge and skills in this unit. Explain that the first Americans crossed a land bridge to travel from Asia to North America. Describe William Penn as the founder of Pennsylvania. State that Maryland was founded for religious freedom for Catholics. Define a plantation as a large farm that required a lot of laborers. Locate the Rocky Mountains, Great Plains, Mississippi River, and Appalachians on a map. Explain that the English started the Jamestown colony to find gold. Identify John Smith as the leader who saved Jamestown. Explain that the Plains Indians hunted buffalo for food and clothing. Describe Eastern Woodland tribes as forest dwellers who hunted and farmed. Describe Plymouth as a colony begun for religious freedom. Recognize the key role of the Indians in assisting the Pilgrims through their first year. Explain that Georgia was founded as a refuge for debtors. Name Jamestown as the first successful English settlement in North America. State that by the 1730s there were 13 English colonies on the east coast of North America. Explain that African slaves became a large part of the workforce in the South. Describe the hard experience at Jamestown. State that New York was originally Dutch. Explain that Pennsylvania was founded for religious freedom for Quakers and others.</p>



## SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p>Graphs, Time Lines, and Geography Review</p> <p>Maps, graphs, and time lines are great tools for showing a lot of information quickly. Maps show places and how people interact with the environment. Graphs are useful for comparing geographic facts and figures. Time lines present important events in the order in which they took place.</p>	<p>SS5.5.1 SS5.5.2 SS5.5.3 SS5.6.1 SS2.6.3</p>	<p>Unit 12: Graphs, Time Lines, and Geography Review</p> <p><a href="#">Lesson 1: Reading Graphs</a> Interpret graphs to get information. Use time lines to get information.</p> <p><a href="#">Lesson 2: Reading a Time Line</a> Use time lines to get information. Make a time line of your life.</p> <p><a href="#">Lesson 3: Geography Review and Assessment</a> Demonstrate mastery of important knowledge and skills in this unit and the previous unit. Demonstrate mastery of important geographic knowledge and skills.</p>
<p>The American Revolution</p> <p>Although initially proud to be English, the American colonists eventually rebelled against the British government. Their call for "no taxation without representation" became the battle cry of the American Revolution. This hard-fought war for independence brought a new American republic with strong leaders and loyal citizens.</p>	<p>SS5.5.1 SS5.5.2 SS5.5.3 SS5.6.1 SS2.6.3</p>	<p>Unit 13: The American Revolution Summary</p> <p><a href="#">Lesson 1: English and Proud of It!</a> Describe the colonists as proud to be English. Recognize England as a country with a strong concern for liberty. Explain that the American colonists had their own assemblies. Describe the North American colonies as proud of their English heritage of liberty. Explain that American colonists had made laws for the colonies in their own assemblies. Describe the result of the American Revolution as independence from England and the formation of a modern republic. Explain why American patriots believed that being taxed by Parliament was an attack on their liberty. Identify key events and figures in the American Revolution, such as Paul Revere's ride, the Battles of Lexington and Concord, the Declaration of Independence, Valley Forge, French aid, Yorktown, George Washington, and Thomas Jefferson.</p> <p><a href="#">Lesson 2: No Taxation Without Representation!</a> State that American colonists objected to the Stamp Act. Explain the phrase "no taxation without representation." Describe the Sons of Liberty as a group formed by Samuel Adams to oppose the British tax. Identify Samuel Adams as an American patriot.</p> <p><a href="#">Lesson 3: The First Clashes</a> Explain that during the Boston Tea Party colonists threw tea into the harbor to protest the tea tax. Describe the minutemen as Americans who could be ready to fight in a minute. Explain that the colonists resented the presence of British troops in their cities. Identify the Boston Massacre as a clash between colonists and British soldiers.</p> <p><a href="#">Lesson 4: Lexington, Concord, and Bunker Hill</a> Describe Lexington and Concord as the first battles against the British in the Revolutionary War. Identify Paul Revere as the person who warned colonists of the approach of British troops. State that the minutemen fought the British soldiers from behind stone walls and trees. Explain that in the first battles, the patriots showed they could and would fight.</p> <p><a href="#">Lesson 5: The Declaration of Independence</a> Explain that the Liberty Bell was the bell rung to celebrate American independence. State that the Declaration of Independence announced the formation of a new country named the United States of America. Identify the Liberty Bell from a picture. Describe the Declaration of Independence as the document that announced America's separation from England and the formation of a new country. Identify July 4, 1776, as America's Independence Day.</p> <p><a href="#">Lesson 6: Crossing the Delaware and Getting Help from the French</a> Describe some obstacles to American victory in the Revolutionary War. Identify the scene of Washington crossing the Delaware. State that the French fought on the side of the Americans in the Revolutionary War. Explain the importance of Washington crossing the Delaware.</p>



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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<p><a href="#">Lesson 7: Winter at Valley Forge</a>  Describe Washington as the leader who got the soldiers through the winter and trained them to be a better army.  Explain that many men suffered from the cold and the lack of food, clothing, and shelter.  Describe the winter at Valley Forge as a time of great hardship.</p> <p><a href="#">Lesson 8: Victory at Yorktown</a>  Identify Cornwallis as the general who surrendered to Washington.  Describe the battle at Yorktown, Virginia, as the last great battle of the Revolutionary War.  Explain that the French blockade helped secure victory.  Identify the form of government of the United States as a republic.</p> <p><a href="#">Lesson 9: Unit Review and Assessment</a>  Explain the phrase "no taxation without representation."  Describe the minutemen as Americans who could be ready to fight in a minute.  Explain that the Liberty Bell was the bell rung to celebrate American independence.  Explain that during the Boston Tea Party colonists threw tea into the harbor to protest the tea tax.  Identify Paul Revere as the person who warned colonists of the approach of British troops.  State that the French fought on the side of the Americans in the Revolutionary War.  Explain that the French blockade helped secure victory.  Identify the Boston Massacre as a clash between colonists and British soldiers.  Describe Lexington and Concord as the first battles against the British in the Revolutionary War.  State that the Declaration of Independence announced the formation of a new country named the United States of America.  Explain that the American colonists had their own assemblies.  Identify July 4, 1776, as America's Independence Day.  Describe some obstacles to American victory in the Revolutionary War.  Explain that many men suffered from the cold and the lack of food, clothing, and shelter.  Describe Washington as the leader who got the soldiers through the winter and trained them to be a better army.  State that American colonists objected to the Stamp Act.  Explain the importance of Washington crossing the Delaware.  Identify the form of government of the United States as a republic.  Identify Samuel Adams as an American patriot.  Explain that the colonists resented the presence of British troops in their cities.  Describe the colonists as proud to be English.  Describe the winter at Valley Forge as a time of great hardship.  Describe the battle at Yorktown, Virginia, as the last great battle of the Revolutionary War.  Identify Cornwallis as the general who surrendered to Washington.</p> <p><a href="#">Lesson 10: Semester Review and Assessment</a>  Demonstrate mastery of important knowledge and skills in this semester.  Demonstrate mastery of important knowledge and skills taught in previous lessons.  State that the Ottoman Turks conquered Constantinople in 1453 and renamed it Istanbul.  Name the Mughal Empire as the powerful Muslim empire established in India.  State that skilled craftsmen in Benin made beautiful works of art from brass.  Explain that Pennsylvania was founded for religious freedom for Quakers and others.  Explain that the Portuguese wanted slaves to work on sugar plantations in the New World.  State that England became a powerful nation under Elizabeth's rule.  State that Maryland was founded for religious freedom for Catholics.  Identify July 4, 1776, as America's Independence Day.  Explain that the Ming built the Great Wall to keep out invaders.  Explain that early Tokugawa shoguns expelled Europeans from Japan.  Name William Shakespeare as the greatest English poet and playwright.  Name Jamestown as the first successful English settlement in North America.  Define a plantation as a large farm that required a lot of laborers.  Define "divine right of kings" as the belief that kings got their authority from God and not from the people.  Explain some major effects of the transatlantic slave trade.  Describe the colonists as proud to be English.</p>

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<p>List silk and porcelain as goods produced and traded by China.</p> <p>Recognize that the Tokugawa were powerful rulers of Japan.</p> <p>State that Sir Francis Drake and the English navy defeated the Spanish Armada in 1588.</p> <p>Explain that the first Americans crossed a land bridge to travel from Asia to North America.</p> <p>State that American colonists objected to the Stamp Act.</p> <p>Describe Washington as the leader who got the soldiers through the winter and trained them to be a better army.</p> <p>Explain that the French blockade helped secure victory.</p> <p>State that Hinduism was the main religion of India.</p> <p>State that Akbar worked to make sure people of different religions could live together in peace.</p> <p>Explain that the Glorious Revolution was a bloodless revolution that made Parliament more powerful than the king.</p> <p>State that by the 1730s there were 13 English colonies on the east coast of North America.</p> <p>Describe some obstacles to American victory in the Revolutionary War.</p> <p>Describe the Taj Mahal as a beautiful tomb for Shah Jahan's wife.</p> <p>Describe Plymouth as a colony begun for religious freedom.</p>