

# Wyoming Department of Education Required Virtual Education Course Syllabus

## 2201001 - Washakie County School District No. 1

Program Name	Washakie #1 Online	Content Area	SS
Course ID	WOL-IWHIAF1	Grade Level	7
Course Name	WOL-Intermed World History A	# of Credits	1.0
SCED Code	NA	Curriculum Type	K-12 Fuel Education

### COURSE DESCRIPTION

K12 Intermediate World History A surveys the story of the human past from the period before written records, prehistory, through the fourteenth century. The course is organized chronologically and, within broad eras, regionally. The course focus is the story of the human past and change over time, including the development of religion, philosophy, the arts, and science and technology. Geography concepts and skills are introduced as they appear in the context of the historical narrative. Students explore what archaeologists and historians have learned about the earliest hunter-gatherers and farmers and then move to a study of the four river valley civilizations. After a brief writing unit, they study the origins of Confucianism, Hinduism, Buddhism, and Judaism and the eras in which they developed. The second half of the course traces the story of classical Greece and Rome, the Byzantine Empire, the origins of Christianity and Islam, and then continues through the fourteenth century in Europe, North Africa, and East Asia. Historical thinking skills are a key component of Intermediate World History. Students practice document and art analysis, conduct research, and write in a variety of formats. They also practice map reading skills and look at how historians draw conclusions about the past as well as what those conclusions are.

### WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
SS8.1.2	Explain how to participate in the political process.
SS8.1.3	Explain the historical development of the United States Constitution and treaties and how they have shaped the United States and Wyoming Government.
SS8.1.5	Describe the structures of the United States and Wyoming Constitutions (e.g., Articles, Bill of Rights, amendments).
SS8.1.6	Understand the basic structures of various political systems (e.g., tribal, local, national, and world).
SS8.2.1	Compare and contrast the ways various groups (e.g., cliques, clubs, ethnic communities, and American Indian tribes) meet human needs and concerns (e.g., self-esteem, friendship, and heritage) and contribute to identity, situations, and events.
SS8.2.2	Examine and evaluate how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, and spirituality) contributes to the development and transmission of culture.
SS8.2.4	Explain the cultural contributions of and tensions between groups in Wyoming, the United States, and the World (e.g., racial, ethnic, social and institutional).
SS8.3.1	Identify and apply basic economic concepts (e.g., supply, demand, production, exchange and consumption, labor, wages, scarcity, prices, incentives, competition, and profits).
SS8.3.2	Compare and contrast how people organize for the production, distribution, and consumption of goods and services in various economic systems (e.g., characteristics of market, command, and mixed economies).
SS8.3.3	Describe the impact of technological advancements on production, distribution, and consumption. (e.g., businesses and/or corporations in the United States and the world).
SS8.3.4	Explain or illustrate how money is used by individuals, groups, and financial institutions.

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STANDARD#	<u><a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a></u>
SS8.4.1	Describe how historical events impact the future (cause and effect) and how change spreads to other places (e.g., spread of industrial revolution or causes of the Civil War).
SS8.4.2	Describe how tools and technology in different historical periods impacted the way people lived, made decisions, and saw the world.
SS8.4.4	Identify historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace).
SS8.4.5	Identify relevant primary and secondary sources for research. Compare and contrast treatment of the same topic in several primary and secondary sources.
SS8.5.1	Use and create models of the Earth to analyze the interactions of physical and human systems to demonstrate global interconnectedness.
SS8.5.2	Analyze and evaluate how physical changes influenced historical events and participate in collaborative problem solving and decision making in the selection of professional and personal choices.
SS8.5.3	Explain how communities' current and past demographics, migrations, and settlement patterns influence place (e.g., culture, needs, and political and economic systems) and use this analysis to predict future settlement patterns.
SS8.5.4	Analyze the changes to and consequences of human, natural, and technological impacts on the physical environment.
SS8.6.1	Use and evaluate multiple sources of information in diverse formats and media in order to address a question or solve a problem.
SS8.6.2	Distinguish among fact, opinion, and reasoned judgment in a text.
SS8.6.3	Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media). <a href="https://www.iste.org/standards/nets-for-students">https://www.iste.org/standards/nets-for-students</a>
SS8.6.4	Use accurate, sufficient, and relevant information from primary and secondary sources to support writing.
RH.8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
RH.8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
RH.8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RH.8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
RH.8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
RH.8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
RH.8.9	Analyze the relationship between a primary and secondary source on the same topic.
RH.8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
WHST.8.1	<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
WHST.8.2	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>

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	<p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
WHST.8.3	(See note; not applicable as a separate requirement)
WHST.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
WHST.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
WHST.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
WHST.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
WHST.8.9	Draw evidence from informational texts to support analysis reflection, and research.
WHST.8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p><a href="#">History: The Map of Time</a> History is the study of the human past--the story of change over time. It's a story based on evidence. Our physical world is the setting that helps shape the story, real people are its heroes, and time and space are its anchors. Historians ask questions about all of these elements. How did the Egyptians build pyramids? When and where did democracy begin? Why are most of the world's great cities located on rivers? Join our odyssey through history.</p> <p>The questions are endless, and the answers amazing.</p> <ul style="list-style-type: none"> <li>• History and You</li> <li>• When?</li> <li>• Where?</li> <li>• Maps, Maps, Maps</li> <li>• Thinking Geographically</li> </ul>	SS8.5.1	<ul style="list-style-type: none"> <li>• Locate selected information in <i>The Human Odyssey: Prehistory Through the Middle Ages</i>.</li> <li>• Define <i>history</i>.</li> <li>• Recognize time-related terms and how they are used in the study of history.</li> <li>• Use time-related terms correctly and in context.</li> <li>• Describe the purposes and evolution of the calendar.</li> <li>• Use longitude and latitude to determine absolute location.</li> <li>• Define latitude, longitude, parallel, and equator.</li> <li>• Recognize the purposes of maps, globes, and lines of longitude and latitude.</li> <li>• Identify the seven continents and four oceans.</li> <li>• Recognize the limitations of maps.</li> <li>• Analyze map projections to discern their differences.</li> <li>• Recognize major map projections and their purposes.</li> <li>• Recognize examples of the geographic concepts of place and region.</li> </ul>
<p><a href="#">From Gathering to Growing</a> Imagine finding food, clothes, and shelter if there were no stores, factories, or farms. Long ago, everyone constantly struggled to survive. Today, in much of the world, only a few people produce food; most are involved in other activities. We create cities, art, and governments—all part of civilization. But what is</p>	SS8.2.1 SS8.2.2  SS8.4.1 SS8.4.2 SS8.4.4 SS8.4.5  SS8.5.2	<ul style="list-style-type: none"> <li>• Describe prehistory and history in terms of written records.</li> <li>• Compare prehistory with history in terms of span of time.</li> <li>• Identify spans of time between the emergence of hunting-gathering societies and the beginning of agriculture, the beginning of civilization, and the twenty-first century.</li> <li>• Recognize that early humans were nomadic hunter-gatherers and cave dwellers.</li> </ul>

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<p>civilization? How did it begin? How do we know what happened before people kept records? Historians and archaeologists help answer these and thousands of other questions.</p> <ul style="list-style-type: none"> <li>• How Long Is Long?</li> <li>• Pre-History: Hunter Gatherers and Cave Dwellers</li> <li>• Cave Paintings: What do we Know About Lascaux?</li> <li>• From Nomad to Farmer</li> <li>• Leaping Forward</li> </ul>	<p>SS8.5.4</p>	<ul style="list-style-type: none"> <li>• Describe characteristics of hunter-gatherers.</li> <li>• Identify the period of time when humans made tools from stone.</li> <li>• List examples of ways early humans used and adapted to their environment.</li> <li>• Describe the importance of the human discovery of the use of fire.</li> <li>• Explain the main reasons for human migrations at the end of the Ice Age.</li> <li>• Recognize that early humans were nomadic hunter-gatherers and cave dwellers.</li> <li>• Describe characteristics of hunter-gatherers.</li> <li>• Identify the period of time when humans made tools from stone.</li> <li>• List examples of ways early humans used and adapted to their environment.</li> <li>• Describe the importance of the human discovery of the use of fire.</li> <li>• Explain the main reasons for human migrations at the end of the Ice Age.</li> <li>• Explain the significance of cave art.</li> <li>• Analyze prehistoric art for information on the lives or beliefs of Stone Age humans.</li> <li>• Explain how and when farming and herding developed in Mesopotamia.</li> <li>• Describe the climatic changes that encouraged migration to Mesopotamia.</li> <li>• Define agricultural revolution, slash-and-burn agriculture, and domestication.</li> <li>• Identify on a map the Tigris and Euphrates Rivers, the Persian Gulf, and the major physical features of Mesopotamia.</li> <li>• Explain how and when farming and herding developed in Mesopotamia.</li> <li>• Define <i>agricultural revolution, slash-and-burn agriculture, and domestication</i>.</li> <li>• Describe the climatic changes that encouraged migration to Mesopotamia.</li> <li>• Identify on a map the Tigris and Euphrates Rivers, the Persian Gulf, and the major physical features of Mesopotamia.</li> <li>• Recognize how the channeling of floodwaters affected the development of civilization.</li> <li>• Recognize how the channeling of floodwaters affected the development of civilization.</li> <li>• Identify the earliest known civilization.</li> <li>• Identify the criteria used to define a civilization.</li> <li>• Explain the difference between civilization and other forms of social organization, such as hunting-gathering, agricultural, and herding societies.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p><b>The Mesopotamian Moment</b> Agriculture, a system of writing, the wheel, and written law all developed in one small area of the world—Mesopotamia. How do we know? We have solid evidence. As archaeologists and historians continue to work in the area between the Tigris and Euphrates Rivers, our knowledge grows and changes. People a century ago knew only a fraction of what you will know about Mesopotamia. Archaeological digs and written records tell us how early people lived and worked.</p> <ul style="list-style-type: none"> <li>• How Do We Know?</li> <li>• Finding Sumer</li> <li>• Cities of Sumer</li> <li>• Growing Trade</li> <li>• Ideas about the Gods</li> <li>• A Ziggurat to the Gods</li> <li>• Writing it Down</li> <li>• The Epic of Gilgamesh</li> <li>• Sumer No More</li> <li>• Sargon: A Mighty Ruler</li> <li>• Hammurabi's Code</li> <li>• Nebuchadnezzar Builds</li> </ul>	<p>SS8.2.1 SS8.2.2 SS8.2.4</p> <p>SS8.3.1 SS8.3.2 SS8.3.3 SS8.3.4</p> <p>SS8.4.1 SS8.4.2 SS8.4.4 SS8.4.5</p> <p>SS8.5.1 SS8.5.2 SS8.5.3 SS8.5.4</p>	<ul style="list-style-type: none"> <li>• Distinguish between the work of historians and archaeologists.</li> <li>• Describe ways in which archaeologists draw conclusions about people of the past.</li> <li>• Name at least three clues that helped archaeologists and historians document the existence of Sumer.</li> <li>• Name at least three clues that helped archaeologists and historians document the existence of Sumer.</li> <li>• Define <i>culture</i>, <i>surplus</i>, and <i>division of labor</i>.</li> <li>• Explain how Sumerians were able to irrigate their crops and grow a surplus of food.</li> <li>• Describe key physical and governmental features of Sumerian cities.</li> <li>• Analyze maps to find information about Sumerian trade.</li> <li>• Recognize the characteristics of Sumerian trade, including the products traded, the location of trading partners, and the importance of trade in Sumerian life.</li> <li>• Describe the advantages of using money instead of bartering.</li> <li>• Identify the invention of the wheel as a major contribution of Mesopotamian civilization.</li> <li>• Analyze maps to find information about Sumerian trade.</li> <li>• Recognize the characteristics of Sumerian trade, including the products traded, the location of trading partners, and the importance of trade in Sumerian life.</li> <li>• Describe the advantages of using money instead of bartering.</li> <li>• Identify the major religious beliefs of the Sumerians.</li> <li>• Describe how religious beliefs helped explain the apparently unpredictable workings of nature.</li> <li>• Describe what the Sumerians believed were humans' responsibilities to the gods.</li> <li>• Describe ziggurats.</li> <li>• Identify the purpose of ziggurats.</li> <li>• Analyze artifacts to describe human creativity.</li> <li>• Describe ziggurats.</li> <li>• Identify the purpose of ziggurats.</li> <li>• Describe the development of the Sumerian system of writing.</li> <li>• Identify the earliest known system of writing.</li> <li>• Describe the development of the Sumerian system of writing.</li> <li>• Identify the earliest known system of writing.</li> <li>• List examples of the advantages of having a writing system.</li> <li>• Describe the role of scribes in Sumerian society.</li> <li>• Recognize <i>The Epic of Gilgamesh</i> as a classic of Sumerian literature and the source of information about Sumerian values.</li> <li>• Identify the first major literary epic in world history.</li> <li>• Describe the concept of a <i>millennium</i>.</li> <li>• Identify the major geographic and political reasons for Sumer's decline.</li> <li>• Recognize Sargon's achievements and failings as an empire builder.</li> <li>• Recognize changes that occurred as a result of Sargon's rule.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> <li>Recognize examples of the interaction between humans and their environments.</li> <li>Analyze maps to assess the size and scope of Sargon's empire over the course of its development.</li> <li>Recognize Sargon's achievements and failings as an empire builder.</li> <li>Recognize changes that occurred as a result of Sargon's rule.</li> <li>Explain why codification of law is important.</li> <li>Identify Hammurabi and his most significant accomplishment.</li> <li>Explain the historical significance of Hammurabi's principle that "the strong shall not oppress the weak."</li> <li>Analyze primary source material to recognize the significance of written law.</li> <li>Identify Nebuchadnezzar and his major accomplishments.</li> </ul>
<p><b>Civilization Spreads</b>            What's the recipe for civilization? Start with water and good soil. When you figure out how to grow plenty of crops, divert some attention to other activities. Divide up the work. Start by building villages and places to store your surplus food, and then cities. Spend some time inventing a system of writing, and make laws. All these ingredients first combined in Sumer, but civilizations soon sprang up in three other river valleys. Was it a good recipe? Do any of these civilizations still exist?</p> <ul style="list-style-type: none"> <li>A River Rules</li> <li>Building Power and Pyramids</li> <li>Life in Ancient Egypt</li> <li>Life in Ancient Egypt</li> <li>Significant Pharaohs</li> <li>Ramses II: Conqueror and Builder</li> <li>Thinking About Egypt</li> <li>By the Banks of the Indus</li> <li>Remarkable Cities</li> <li>Civilization Along the Yellow and Yangtze</li> <li>The Silk People</li> <li>Writing and Ruling</li> <li>Mapping</li> </ul>	SS8.2.1 SS8.2.2 SS8.2.4  SS8.3.1 SS8.3.2 SS8.3.3 SS8.3.4  SS8.4.1 SS8.4.2 SS8.4.4 SS8.4.5  SS8.5.1 SS8.5.2 SS8.5.3 SS8.5.4	<ul style="list-style-type: none"> <li>Explain ways the ancient Egyptians relied on the Nile and used it to create a civilization.</li> <li>Identify the longest river in the world.</li> <li>Locate on a map the Nile River and the modern countries through which it flows.</li> <li>Analyze maps to assess the importance of the Nile in ancient and modern Egypt.</li> <li>Explain the origins and significance of the term <i>pharaoh</i>.</li> <li>Describe the reasons for building the pyramids, sphinxes, and mummifying bodies.</li> <li>Identify the major gods of Egypt and their relationship to nature.</li> <li>Explain the origins and significance of the term <i>pharaoh</i>.</li> <li>Describe the Egyptians' fascination with the afterlife.</li> <li>Describe the reasons for building the pyramids, sphinxes, and mummifying bodies.</li> <li>Identify the system of writing of ancient Egypt.</li> <li>Describe the use of hieroglyphics and the way in which the modern world rediscovered them.</li> <li>Identify the system of writing of ancient Egypt.</li> <li>Describe the use of hieroglyphics and the way in which the modern world rediscovered them.</li> <li>List examples of everyday life in ancient Egypt.</li> <li>Explain how archaeologists and historians have learned about the daily lives of ancient Egyptians.</li> <li>List examples of everyday life in ancient Egypt.</li> <li>Explain how archaeologists and historians have learned about the daily lives of ancient Egyptians.</li> <li>Analyze time lines to determine how historians categorize the history of ancient Egypt.</li> <li>Recognize key events of the Old, Middle, and New Kingdoms of Egypt and the surrounding world at that time.</li> <li>Describe examples of Egypt's scientific and mathematical achievements.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> <li>• Describe the ancient Egyptians' religious beliefs before the reign of Akhenaten.</li> <li>• Describe how and why Akhenaten changed and challenged the traditional religious beliefs of Egyptians.</li> <li>• Recognize why historians sometimes reach conflicting conclusions</li> <li>• Describe the significance of Tutankhamen's short reign.</li> <li>• Explain the significance of Howard Carter's discovery of Tutankhamen's tomb.</li> <li>• Describe the ancient Egyptians' religious beliefs before the reign of Akhenaten.</li> <li>• Describe how and why Akhenaten changed and challenged the traditional religious beliefs of Egyptians.</li> <li>• Describe the significance of Tutankhamen's short reign.</li> <li>• Explain the significance of Howard Carter's discovery of Tutankhamen's tomb.</li> <li>• Recognize why historians sometimes reach conflicting conclusions</li> <li>• Identify Ramses II.</li> <li>• Recognize the geographic extent of the Egyptian empire under Ramses II.</li> <li>• Identify Ramses II.</li> <li>• Recognize the geographic extent of the Egyptian empire under Ramses II.</li> <li>• Describe the decline of the New Kingdom and the ways in which foreign conquerors adopted Egyptian culture.</li> <li>• Analyze Egyptian art and architecture for information on the society's culture.</li> <li>• Compare and contrast Egypt's culture and civilization to those of Mesopotamia.</li> <li>• Identify on a map the Indus River and major physical features of the South Asian subcontinent.</li> <li>• Identify on a map the modern countries through which the Indus River flows.</li> <li>• Explain how the people of the Indus River Valley relied on and used the Indus to create a civilization.</li> <li>• Identify major features and innovations of Mohenjo-Daro and other Indus cities.</li> <li>• Summarize the work of archaeologists in the Indus Valley.</li> <li>• Explain why archaeologists and historians have limited information about the Indus Valley civilization.</li> <li>• Recognize current theories on why the Indus Valley civilization declined.</li> <li>• Identify on a map the Yellow River, Yangtze River, and major physical features of East Asia.</li> <li>• Identify on a map the modern countries through which the Yellow and Yangtze Rivers flow.</li> <li>• Explain why Chinese civilization developed near the Yellow and Yangtze Rivers.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> <li>Recognize examples of the ways people interact with and change the environment.</li> <li>Explain that in ancient times the Chinese learned to produce silk from the cocoons of silkworms.</li> <li>Demonstrate knowledge gained in previous lessons.</li> <li>List three ways China's civilization differed from other river valley civilizations.</li> <li>Explain that in ancient times the Chinese learned to produce silk from the cocoons of silkworms.</li> <li>Describe the importance of silk and its production to the early Chinese.</li> <li>Describe Chinese writing and its early relationship to religious ideas.</li> <li>Explain the importance of ancestor worship to the Chinese.</li> <li>Identify the first Chinese dynasty.</li> <li>Describe key advances made under the Shang.</li> <li>Recognize characteristics of ancient Chinese culture and ways in which historians and archaeologists have learned about the culture.</li> <li>Define <i>dynasty</i>.</li> <li>Review geographic concepts of <i>place</i> and <i>region</i>.</li> <li>Use maps to gain information on Asia.</li> </ul>
<p><b>Writing About the Past</b> It's time to use what you have learned. Historians often compare and contrast new information with what they already know. You will do the same. How were the early river valley civilizations alike? How were they different? Write an essay to express your thoughts.</p> <ul style="list-style-type: none"> <li>Think Before You Write</li> <li>Writing</li> </ul>	SS8.4.5 SS8.6.1 SS8.6.2 SS8.6.3 SS8.6.4 RH8.1-10 WHST8.2-10	<ul style="list-style-type: none"> <li>Compare and contrast the early river civilizations through a formal essay.</li> <li>Cite textual evidence to support your essay.</li> <li>Analyze both primary and secondary sources as appropriate.</li> <li>Add visuals to support your essay as appropriate.</li> </ul>
<p><b>Some Lasting Ideas</b> People have always wondered how the world came to be and how it works. Their wonderful curiosity led to ideas and insights that have survived through the ages. Almost a billion people practice Hinduism today. Another half billion follow the teachings of Buddha. Confucianism endures in East Asia and elsewhere. How did people form these belief systems? Why have they lasted so long?</p> <ul style="list-style-type: none"> <li>A Wise Teacher</li> <li>Relationships and Rulers</li> <li>Who Made a Difference?</li> <li>Qin Shi Huangdi Unites China</li> <li>The Han</li> <li>The Origins of Hinduism</li> <li>The Hindu View</li> <li>The Enlightened One</li> <li>A Search for Goodness</li> </ul>	SS8.2.1 SS8.2.2 SS8.2.4  SS8.3.1 SS8.3.2 SS8.3.3 SS8.3.4  SS8.4.1 SS8.4.2 SS8.4.4 SS8.4.5  SS8.5.1 SS8.5.2 SS8.5.3 SS8.5.4	<ul style="list-style-type: none"> <li>Identify the most influential philosopher in Chinese history.</li> <li>Explain the state of political unrest in China during the time that Confucius lived and taught.</li> <li>Describe the Confucian notion of an enlightened ruler.</li> <li>Explain why Confucius thought the family provided a good model for Chinese society.</li> <li>Describe the five relationships described in Confucian philosophy and explain their importance to a good society.</li> <li>Identify the Golden Rule and its earliest known teacher.</li> <li>Explain why Confucianism is a philosophy and not a religion.</li> <li>Identify the <i>Analects of Confucius</i>.</li> <li>Recognize that individuals have exerted great influence in history.</li> <li>Summarize the work and influence of Confucius.</li> <li>Identify Qin Shi Huangdi.</li> <li>Describe at least two steps Qin took to centralize government or standardize procedures in China.</li> <li>Explain why the Great Wall of China was built.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> <li>• Describe the purpose of the Tomb of the Underground Warriors.</li> <li>• Indicate on a map the extent of the Qin empire and the Great Wall.</li> <li>• Describe the main achievements of the Han dynasty.</li> <li>• Describe the role of Confucian teaching in the Han dynasty.</li> <li>• Explain the significance of the <i>Analects of Confucius</i>.</li> <li>• Describe the emerging importance of trade on the Silk Road.</li> <li>• Describe the Aryan migration and how it led to the development of Hinduism.</li> <li>• Explain the origins and key features of the caste system.</li> <li>• Identify the sacred writings of Hinduism.</li> <li>• Describe the Hindu belief in reincarnation.</li> <li>• Describe some of the Hindu beliefs regarding the Ganges as a sacred river.</li> <li>• Identify the three main gods of Hinduism.</li> <li>• Explain how the <i>Ramayana</i> describes the Hindu belief in the importance of duty and honor.</li> <li>• Summarize Siddhartha Gautama's early life and search for meaning.</li> <li>• Identify the founder of Buddhism.</li> <li>• Describe Nirvana.</li> <li>• Recognize major Buddhist beliefs.</li> <li>• Describe the split in Buddhism regarding beliefs about Buddha.</li> <li>• Name the warrior and emperor of ancient India who converted to Buddhism.</li> <li>• Describe Asoka's achievements and contributions to Buddhism.</li> <li>• Analyze fiction for the central Buddhist attitude toward human beings and castes or classes.</li> <li>• Identify on a map the areas of the world where Buddhism is widely practiced today.</li> </ul>
<p><b>More Lasting Ideas</b> Hinduism, Buddhism, and Confucianism played enormous roles in the development of ancient and modern Asian thought and culture. Western civilization came primarily from the Hebrews and Greeks. The Hebrews introduced enduring ideas about monotheism, justice, law, and morality. The Greeks celebrated people's ability to reason and decipher the mysteries of the world. Where did the Hebrews and the Greeks get their ideas?</p> <ul style="list-style-type: none"> <li>• Monotheism Takes Hold</li> <li>• Covenants</li> <li>• The Law</li> <li>• Kings</li> <li>• Renewing Their Faith</li> <li>• Another Land</li> </ul>	<p>SS8.1.2 SS8.1.3 SS8.1.5 SS8.1.6</p> <p>SS8.2.1 SS8.2.2 SS8.2.4</p> <p>SS8.3.1 SS8.3.2 SS8.3.3 SS8.3.4</p> <p>SS8.4.1 SS8.4.2 SS8.4.4 SS8.4.5</p>	<ul style="list-style-type: none"> <li>• Define <i>polytheism, monotheism, Torah, and covenant</i>.</li> <li>• Identify the Hebrews as the first people to worship one God and spread that idea.</li> <li>• Name the religion of the ancient Hebrews.</li> <li>• Identify Abraham.</li> <li>• Locate on a map the areas the ancient Hebrews traveled through and settled, and identify the countries that occupy the area today.</li> <li>• Recognize important beliefs of Judaism.</li> <li>• Distinguish between Jewish views of God and the Egyptians' and Sumerians' view.</li> <li>• Identify Moses.</li> <li>• Describe the importance of the Ten Commandments to the Hebrews.</li> <li>• Explain that Hebrew beliefs developed over time.</li> </ul>

## SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<ul style="list-style-type: none"> <li>Gods in Ancient Greece</li> <li>The Gift of Reason</li> <li>Stories and Games</li> <li>Arts and Histories</li> <li>The Polis</li> <li>Telling Tale</li> </ul>	SS8.5.1 SS8.5.2 SS8.5.3 SS8.5.4	<ul style="list-style-type: none"> <li>Identify on a map the area known as Canaan--the "Promised Land"--and the city of Jerusalem.</li> <li>Explain the importance of David and how the city of Jerusalem became the capital of the Jewish kingdom.</li> <li>Identify important events in the lives of the Hebrew people and nearby groups between 2000 and 900 B.C.</li> <li>Recognize the Assyrians and Babylonians as powerful groups who attacked the Hebrews.</li> <li>Describe the developments in Jewish beliefs resulting from the Babylonian Captivity.</li> <li>Describe the developments in Jewish beliefs resulting from the Babylonian Captivity.</li> <li>Identify <i>synagogues</i> as Jewish places of worship and teaching.</li> <li>Explain that Judaism has influenced human history--especially Western history--and the religions of Christianity and Islam.</li> <li>Summarize the basic beliefs of Judaism.</li> <li>Identify on a map the Peloponnese, Mediterranean Sea, Aegean Sea, Ionian Sea, and Crete.</li> <li>Analyze maps to identify the climate and landforms of Greece.</li> <li>Explain the geographic reasons for the development of independent city-states in Greece.</li> <li>Describe the ways in which the Greeks relied on and used the sea.</li> <li>Describe farming in ancient Greece.</li> <li>Identify important gods and goddesses of ancient Greece.</li> <li>Explain that the Greek view of humanity differed from that of earlier polytheistic civilizations in that the Greeks believed humans could use their minds and reason to understand the world around them.</li> <li>Identify some of the religious beliefs and ideas expressed in Greek myths.</li> <li>Explain that the Greek view of humanity differed from that of earlier polytheistic civilizations in that the Greeks believed humans could use their minds and reason to understand the world around them.</li> <li>Identify important gods and goddesses of ancient Greece and the characteristics of Greek religious myths.</li> <li>Identify some of the religious beliefs and ideas expressed in Greek myths.</li> <li>Identify one of the Greeks' greatest contributions to Western civilization.</li> <li>Recognize how human scientific and philosophical thought progressed from the earliest civilizations to the Greeks and then to modern times.</li> <li>Identify areas of study whose names have Greek origins.</li> <li>Identify Homer.</li> <li>Describe the <i>Iliad</i> and the <i>Odyssey</i>.</li> <li>Describe the purpose and events of the original Olympic games.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> <li>Recognize the work of archaeologists in gaining information on ancient Greece.</li> <li>Analyze Greek vessels for information on the form and purpose of art in ancient Greece.</li> <li>Identify the Greeks as the first civilization to study history in an organized manner.</li> <li>Identify Herodotus as "the father of history."</li> <li>Describe the differences between the historical writings of Herodotus and Thucydides.</li> <li>Define <i>polis</i>.</li> <li>Describe the Greek view of the role and limits of government as seen in the polis.</li> <li>Summarize the role and duties of citizens in the polis.</li> <li>Recognize that the Greeks did not grant citizenship to women, foreigners, and slaves.</li> <li>Compare the Greek view of good government with other ancient views.</li> <li>Identify some Greek values and beliefs illustrated in a story.</li> </ul>
<p><b>Write Again</b> The ancient Greeks were truly amazing. They made lasting contributions to science, mathematics, art, literature, government, philosophy, and more. Do some research on the Greeks and report your findings in a well-written essay.</p> <ul style="list-style-type: none"> <li>Preparing to Write</li> <li>Organizing Thoughts</li> <li>Writing</li> <li>Semester Review and Geography Assessment</li> <li>Semester Assessment</li> </ul>	SS8.4.5 SS8.6.1 SS8.6.2 SS8.6.3 SS8.6.4 RH8.1-10 WHST8.2-10	<ul style="list-style-type: none"> <li>Identify important scientific and mathematical contributions of the ancient Greeks through a formal essay.</li> <li>Compare and contrast the early river civilizations through a formal essay.</li> <li>Cite textual evidence to support your essay.</li> <li>Analyze both primary and secondary sources as appropriate.</li> <li>Add visuals to support your essay as appropriate.</li> </ul>
<p><b>Classical Greece</b> The Greeks valued serious thought and individual effort, and the results were remarkable. The Greeks gave us philosophy, art, theater, and the concept of democracy. What made such accomplishments possible? Climate, terrain, war, individuals, and even diseases played a role. If any of these factors had been different, history might have taken another course.</p> <ul style="list-style-type: none"> <li>Classically Different Ways of Life</li> <li>Athens</li> <li>An Empire Threatens</li> <li>Free to Flourish</li> <li>A Golden Time</li> <li>Art and Architecture</li> <li>The Play's the Thing</li> <li>The Decline of Athens</li> <li>Different Perspectives</li> <li>Three Great Thinkers</li> <li>Alexander the Great</li> </ul>	SS8.1.3 SS8.1.6  SS8.2.1 SS8.2.2 SS8.2.4  SS8.3.1 SS8.3.2 SS8.3.3 SS8.3.4  SS8.4.1 SS8.4.2 SS8.4.4 SS8.4.5  SS8.5.1 SS8.5.2 SS8.5.3 SS8.5.4	<ul style="list-style-type: none"> <li>Explain that Greece and Rome are referred to as "classical civilizations."</li> <li>Identify characteristics that pulled the Greek city-states together and those that drove them apart.</li> <li>Describe important characteristics of life in Sparta.</li> <li>Define <i>oligarchy</i>.</li> <li>Identify key characteristics of life in Athens.</li> <li>Compare and contrast government and values in Sparta and Athens.</li> <li>Identify people who could and could not be citizens of Athens.</li> <li>Identify democratic reformers and their accomplishments in Athens.</li> <li>Define <i>democracy</i> and describe why Athenian democracy was groundbreaking.</li> <li>Identify key characteristics of life in Athens.</li> <li>Compare and contrast government and values in Sparta and Athens.</li> <li>Identify people who could and could not be citizens of Athens.</li> <li>Identify democratic reformers and their accomplishments in Athens.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> <li>• Define <i>democracy</i> and describe why Athenian democracy was groundbreaking.</li> <li>• Describe the main accomplishments and characteristics of the Persian Empire and its leaders.</li> <li>• Locate on a map the borders of the Persian Empire at its height, its capital, and the countries that lie within its ancient borders today.</li> <li>• Summarize the main events of the First and Second Persian Wars.</li> <li>• Identify the Oracle of Delphi.</li> <li>• Explain the importance of the Athenians' victory in the Persian Wars.</li> <li>• Summarize the main events of the First and Second Persian Wars.</li> <li>• Identify the Oracle of Delphi.</li> <li>• Explain the importance of the Athenians' victory in the Persian Wars.</li> <li>• Identify Pericles.</li> <li>• Recognize key characteristics of Athenian democracy.</li> <li>• Analyze a primary source to assess Athenian values.</li> <li>• Recognize the purposes and characteristics of Athenian architecture.</li> <li>• Analyze Athenian art and architecture for characteristics of style.</li> <li>• Recognize the main characteristics of Greek theater.</li> <li>• Describe the development of Greek theater.</li> <li>• Identify Aeschylus, Sophocles, and Euripides and their contributions to literature.</li> <li>• Describe the main cause of the Peloponnesian War.</li> <li>• Explain the main reasons for Athens' defeat in the Peloponnesian War.</li> <li>• Recognize the results of the Peloponnesian War.</li> <li>• Analyze primary sources to discern differing viewpoints about Athens.</li> <li>• Recognize how other Greek city-states reacted to Athenian dominance.</li> <li>• Define <i>philosophy, monarchy, aristocracy, democracy, and anarchy.</i></li> <li>• Identify Socrates, Plato, and Aristotle and their key ideas and achievements.</li> <li>• Define <i>philosophy, monarchy, aristocracy, democracy, and anarchy.</i></li> <li>• Identify Socrates, Plato, and Aristotle and their key ideas and achievements.</li> <li>• Identify Alexander the Great.</li> <li>• Locate on a map the areas Alexander conquered.</li> <li>• Explain how Alexander's actions and conquests changed the world.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p><b>Rome: Republic and Empire</b>                      The Greeks were great innovators, but the Romans built an empire on the ideas of others. We can see Roman influences even today. People still walk on Roman roads and get water from Roman aqueducts. Many modern languages have their roots in Latin—the language of Rome. The Roman Republic's form of government—representative democracy—enjoys an ever-growing influence in the world. And Christianity, born in a Roman. Intermediate World History A: Prehistory Through the Middle Ages province and finally adopted by the Empire, has spread to all corners of the world.</p> <ul style="list-style-type: none"> <li>• A Republic Is Born</li> <li>• Celebrating Citizenship</li> <li>• Fighting for Power</li> <li>• Julius Caesar</li> <li>• From Republic to Empire</li> <li>• The Real Rome</li> <li>• Learning Something New Everyday:</li> <li>• Pompeii</li> <li>• Rome and Judea</li> <li>• Jesus of Nazareth</li> <li>• A New Religion</li> <li>• Conflicts for Christians</li> <li>• Empire in Crisis</li> <li>• Barbarians at the Gate</li> <li>• Who Were They?</li> <li>• Legacies</li> </ul>	<p>SS8.1.2                      SS8.1.3                      SS8.1.5                      SS8.1.6                        SS8.2.1                      SS8.2.2                      SS8.2.4                        SS8.3.1                      SS8.3.2                      SS8.3.3                      SS8.3.4                        SS8.4.1                      SS8.4.2                      SS8.4.4                      SS8.4.5                        SS8.5.1                      SS8.5.2                      SS8.5.3                      SS8.5.4</p>	<ul style="list-style-type: none"> <li>• Identify characteristics of climate and terrain that made Rome a good site for a city on the Italian peninsula.</li> <li>• Identify Romulus and Remus and summarize the legend about the foundation of Rome.</li> <li>• Define <i>paterfamilias</i>, <i>rex</i>, <i>patrician</i>, and <i>republic</i>.</li> <li>• Analyze the story of Horatius to find information about Roman values.</li> <li>• Describe the problems Rome's common people faced and how they responded to them.</li> <li>• Describe the roles of plebeians, the Twelve Tables, consuls, and senators in Roman society.</li> <li>• Summarize the most important achievements of the Roman Republic.</li> <li>• Analyze "The Story of the Cincinnatus" to find information about the Roman ideals of citizenship.</li> <li>• Recognize the main cause of the Punic Wars and who fought them.</li> <li>• Describe the main events and leaders of the Punic Wars.</li> <li>• Describe important changes that took place in Rome after the end of the Punic Wars.</li> <li>• Describe the crises in the Roman Republic by 88 B.C.</li> <li>• Compare Julius Caesar and Cincinnatus and their relationship to societal changes.</li> <li>• Summarize the achievements of Julius Caesar.</li> <li>• Recognize the extent of the Roman Empire at its height and the measures emperors took to unify the empire.</li> <li>• Describe the role of trade between Rome and the East (the Silk Road).</li> <li>• Define Pax Romana and forum.</li> <li>• Recognize the extent of the Roman Empire at its height and the measures emperors took to unify the empire.</li> <li>• Describe the role of trade between Rome and the East (the Silk Road).</li> <li>• Define <i>bread and circuses</i>, <i>Circus Maximus</i>, <i>Colosseum</i>, <i>atrium</i>, and <i>aqueduct</i>.</li> <li>• Identify the <i>Aeneid</i> as the most significant Roman epic poem, and Virgil as its author.</li> <li>• Analyze Roman art and architecture to find out about life in the Roman Empire.</li> <li>• Recognize that historical knowledge changes with new discoveries.</li> <li>• Identify Pompeii and its archaeological significance.</li> <li>• Analyze ancient (Pliny's writings) and modern (archaeological evidence) information on Pompeii for examples of daily life there.</li> <li>• Examine historical documents and archaeological evidence about Pompeii to find out about daily life in the city.</li> <li>• Demonstrate mastery of knowledge and skills taught in previous lessons.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> <li>• Identify Judea, Jerusalem, and Rome on a map.</li> <li>• Describe the conflicts that led to the Roman control of Judea.</li> <li>• Explain the tension between Roman rulers and their Jewish subjects in the first century B.C.</li> <li>• Identify Zealots.</li> <li>• Describe the early life of Jesus.</li> <li>• Summarize Jesus' key teachings.</li> <li>• Summarize the conflict between Jesus and Jewish leaders and the events that resulted.</li> <li>• Identify core beliefs of Christianity.</li> <li>• Describe the spread of Christianity in the early first century A.D.</li> <li>• Define <i>gentile</i>, <i>Messiah</i>, <i>epistle</i>, and <i>catacomb</i>.</li> <li>• Identify Peter and Paul as key figures in the early spread of Christianity.</li> <li>• Define <i>catacombs</i> and explain their significance.</li> <li>• Describe the conflicts between Christians and Roman rulers (including persecutions under Nero and Diocletian).</li> <li>• Compare and contrast Christianity with other world religions.</li> <li>• Identify the extent of the Roman Empire at its height and name five modern day countries that now occupy the land that once was part of the Roman Empire.</li> <li>• Describe the main issues that led to the decline of the Roman Empire.</li> <li>• Recognize the reasons for Diocletian's decision to divide the empire into two sections.</li> <li>• Identify reasons for Christianity's appeal to the people of the Roman Empire.</li> <li>• Identify Constantine and his achievements.</li> <li>• Describe the events known as the "fall of Rome."</li> <li>• Identify at least three barbarian tribes that threatened the Roman Empire in the fourth and fifth centuries A.D.</li> <li>• Choose one barbarian tribe, tell where they lived, and describe their way of life.</li> <li>• Identify Attila as the leader of the Huns of central Asia.</li> <li>• Review knowledge gained in previous lessons and units.</li> <li>• Recognize the contributions and legacies of classical Greece and Rome to modern Western civilization.</li> </ul>
<p><b>Empires</b> The glory of Rome faded in Western Europe, but it remained strong in the East. The Eastern Roman, or Byzantine Empire, blended Greco-Roman and western Asian cultures to create its own splendor. The Byzantine Empire flourished for more than seven centuries. South of the empire, a new religion grew up on the Arabian Peninsula, and spread quickly as its followers forged a powerful empire. Why did Islam spread so quickly along</p>	<p>SS8.2.1 SS8.2.2 SS8.2.4  SS8.3.1 SS8.3.2 SS8.3.3 SS8.3.4  SS8.4.1 SS8.4.2</p>	<ul style="list-style-type: none"> <li>• Analyze maps to assess the advantages of Byzantium's (Constantinople's) location.</li> <li>• Recognize that a blend of Eastern and Western elements resulted in a unique Byzantine culture.</li> <li>• Identify characteristics of Byzantine art.</li> <li>• Explain the purpose and importance of Justinian's Code.</li> <li>• Identify Justinian as the sixth-century emperor responsible for developing a code of law.</li> <li>• Identify Theodora as a powerful empress and Justinian's wife and aide.</li> </ul>

## SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p>the trade routes of North Africa? What lured traders to cities like Timbuktu?</p> <ul style="list-style-type: none"> <li>• Byzantine Beauty</li> <li>• Justinian and Theodora</li> <li>• The Origins of Islam</li> <li>• Islam Emerges</li> <li>• Religion and Empire</li> <li>• Scholars and Storytellers</li> <li>• More Mapping</li> <li>• Mapping Africa</li> <li>• Gold and Salt</li> <li>• A Man Called Mansa Musa</li> </ul>	<p>SS8.4.4 SS8.4.5</p> <p>SS8.5.1 SS8.5.2 SS8.5.3 SS8.5.4</p>	<ul style="list-style-type: none"> <li>• Identify Hagia Sophia as the great architectural achievement of Justinian's reign.</li> <li>• Explain the purpose and importance of Justinian's Code.</li> <li>• Identify Justinian as the sixth-century emperor responsible for developing a code of law.</li> <li>• Identify Theodora as a powerful empress and Justinian's wife and aide.</li> <li>• Identify Hagia Sophia as the great architectural achievement of Justinian's reign.</li> <li>• Recognize the role of trade in the Byzantine Empire.</li> <li>• Recognize the role of trade in the Byzantine Empire.</li> <li>• Analyze maps to identify geographic characteristics of the Arabian Peninsula.</li> <li>• Identify key places in the development of Islam.</li> <li>• Summarize the early life and teaching of Muhammad.</li> <li>• Define Islam, Muslim, and Hijrah.</li> <li>• Describe the events that led to Muhammad's rule over Mecca as the holy city of Islam.</li> <li>• Identify the Qur'an as the sacred text of Islam.</li> <li>• Summarize the Five Pillars of Islam.</li> <li>• Compare and contrast Islam with other major world religions.</li> <li>• Identify Abu Bakr as the first caliph and Muhammad's friend and father-in-law, and the conflicts during his rule that led to a split in Islam.</li> <li>• On a map trace the growth of the Muslim Empire.</li> <li>• List ways in which Islam spread.</li> <li>• Describe the importance and results of trade in the Muslim Empire.</li> <li>• Define caliph and jihad.</li> <li>• Identify Abu Bakr as the first caliph and Muhammad's friend and father-in-law, and the conflicts during his rule that led to a split in Islam.</li> <li>• On a map trace the growth of the Muslim Empire.</li> <li>• List ways in which Islam spread.</li> <li>• Describe the importance and results of trade in the Muslim Empire.</li> <li>• Describe Muslim achievements in science and math.</li> <li>• Recognize characteristics and examples of Muslim art and architecture.</li> <li>• Review geographic concepts.</li> <li>• Use maps to gain information about the Mediterranean region and the Middle East.</li> <li>• Locate on a map the Sahara, Kalahari, and Namib deserts, the Nile, Congo, and Niger Rivers; the equatorial rain forest; the savanna and the Sahel.</li> <li>• Define <i>rain forest</i>, <i>Sahel</i>, <i>desert</i>, and <i>savanna</i>.</li> <li>• Use maps to gain information about the physical characteristics of Africa.</li> <li>• Describe the role and importance of trade in Ghana's power.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> <li>Describe the significance of the legend of Sundiata to Mali's history.</li> <li>Identify Mansa Musa as the fourteenth century Muslim ruler of Mali known for his travels.</li> <li>Locate on a map the city of Timbuktu and describe its role as a center of trade and education.</li> <li>Identify the time period in which the kingdoms of Ghana and Mali flourished.</li> </ul>
<p><u>In Western Europe</u> As the Roman Empire declined, barbarians invaded Western Europe. How did people survive this dangerous time? What did Europeans do without powerful governments to maintain the old roads and protect villages? Lords built self-sufficient manors and armies to defend them. The church expanded its power into civic life. Christians traveled east and fought wars with Muslims over sacred cities. Eventually, new systems of government developed new ideas about power and justice.</p> <ul style="list-style-type: none"> <li>Where to Turn?</li> <li>Monasteries Carry On</li> <li>Charlemagne</li> <li>Viking Ventures</li> <li>Gods and Leaders</li> <li>The Structure of Medieval Society</li> <li>Manors</li> <li>Christendom</li> <li>Building on Faith</li> <li>Cultures in Conflict</li> <li>Monarchs</li> <li>New Ideas of Justice</li> <li>Limiting Power</li> </ul>	<p>SS8.2.1 SS8.2.2 SS8.2.4</p> <p>SS8.3.1 SS8.3.2 SS8.3.3 SS8.3.4</p> <p>SS8.4.1 SS8.4.2 SS8.4.4 SS8.4.5</p> <p>SS8.5.1 SS8.5.2 SS8.5.3 SS8.5.4</p>	<ul style="list-style-type: none"> <li>Explain major cultural and civil consequences of the collapse of Roman civilization.</li> <li>Describe the role of the Christian church and the monasteries in spreading Christianity and preserving learning.</li> <li>Identify Benedict of Nursia as the fifth-century founder of the Benedictine rule that helped spread monasticism through Europe.</li> <li>Describe the basic organizational structure of the Christian church by A.D. 800.</li> <li>Identify Charlemagne as king of the Franks in A.D. 800 and list examples of his achievements.</li> <li>Locate Charlemagne's empire on a map and identify the countries that are in that area today.</li> <li>Identify Charlemagne as king of the Franks in A.D. 800 and list examples of his achievements.</li> <li>Locate Charlemagne's empire on a map and identify the countries that are in that area today.</li> <li>Identify the geographic and climatic features of Scandinavia that encouraged people to go to sea.</li> <li>Recognize characteristics of Norse culture and its legacy.</li> <li>Recognize the routes and characteristics of Viking raids and expeditions.</li> <li>Recognize characteristics of Norse culture and its legacy.</li> <li>Identify Erik the Red and Leif Erikson and their major achievements.</li> <li>Explain the reasons for the development of the feudal system.</li> <li>Identify the purpose and main principles of the code of chivalry.</li> <li>Describe the feudal pyramid and the roles of relationships among the classes.</li> <li>Describe the main features of life on a manor.</li> <li>List examples of the ways in which the Christian church exercised authority, influenced daily life, and offered hope to Europeans during the Middle Ages.</li> <li>Identify Thomas Aquinas.</li> <li>Recognize the characteristics and purposes of Romanesque churches.</li> <li>Recognize the characteristics, uses, and construction challenges of Gothic cathedrals.</li> <li>Identify the attitudes, beliefs, and events that led to the Crusades.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> <li>• Describe the direct and indirect results of the Crusades.</li> <li>• Define <i>Crusades</i> and <i>Holy Land</i>.</li> <li>• Define <i>monarch</i>.</li> <li>• Describe the Norman Conquest.</li> <li>• Describe the most important characteristics of the growth of monarchies in Europe during the late Middle Ages.</li> <li>• Identify William the Conqueror and his achievements.</li> <li>• Analyze maps for information on England and France.</li> <li>• Define <i>common law</i> and <i>jury</i>.</li> <li>• Recognize ways in which monarchs consolidated power.</li> <li>• Identify Henry II and his legacy.</li> <li>• Explain why the Magna Carta was written and describe its key arguments.</li> <li>• Explain the Magna Carta's legacy to democratic government.</li> <li>• Analyze excerpts from the Magna Carta to assess its impact on future political thought.</li> </ul>
<p><b>From East Asia to Western Europe Again</b>            China, the longest continuous civilization in the world, entered a golden age under the Tang dynasty. The Chinese produced exceptional poetry, paintings, and porcelain. Inventions like the compass and fireworks would change the world. Even when fierce Mongol invaders took over China's government and, for a time, ruled the largest empire in the world, Chinese civilization lived on. Meanwhile in Europe, wars and plague brought calamity and change.</p> <ul style="list-style-type: none"> <li>• A New Dynasty</li> <li>• Changing the Earth</li> <li>• A Golden Age</li> <li>• Remarkable Achievements</li> <li>• The Mongols</li> <li>• Conquering Khans</li> <li>• A World Traveler</li> <li>• How Many Years of War?</li> <li>• Plague</li> </ul>	SS8.2.1 SS8.2.2 SS8.2.4  SS8.3.1 SS8.3.2 SS8.3.3 SS8.3.4  SS8.4.1 SS8.4.2 SS8.4.4 SS8.4.5  SS8.5.1 SS8.5.2 SS8.5.3 SS8.5.4	<ul style="list-style-type: none"> <li>• List examples of ways in which governments unite nations.</li> <li>• Identify the Sui dynasty (as the family of rulers who reunited China in the sixth and seventh centuries) and its main achievements.</li> <li>• Describe the role of the Grand Canal in uniting China and in ending the Sui dynasty.</li> <li>• Explain why people build canals and describe the challenges in building them.</li> <li>• List examples of major canals around the world.</li> <li>• Identify the reign of the Tang dynasty as a golden age for China.</li> <li>• Identify the Tang era as the high point of trade on the Silk Road.</li> <li>• Trace on a time line critical events of the Tang and Song dynasties.</li> <li>• Recognize internal and external reasons for the fall of the Song dynasty.</li> <li>• Identify the reign of the Tang dynasty as a golden age for China.</li> <li>• Identify the Tang era as the high point of trade on the Silk Road.</li> <li>• Trace on a time line critical events of the Tang and Song dynasties.</li> <li>• List examples of cultural and political innovations and inventions in China under the Tang and Song dynasties.</li> <li>• Analyze art and technologies of China for information on the culture and values.</li> <li>• Identify the Mongols.</li> <li>• Describe the Mongols' nomadic way of life and the reasons for it.</li> <li>• Recognize geographic features of Mongolia and surrounding regions.</li> <li>• Identify the Mongols.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> <li>• Describe the Mongols' nomadic way of life and the reasons for it.</li> <li>• Recognize geographic features of Mongolia and surrounding regions.</li> <li>• Identify Genghis Khan and the methods he used to gain power.</li> <li>• Identify Kublai Khan and the characteristics of his rule.</li> <li>• Recognize the extent of the Mongol empire and the countries that lie within its ancient borders today.</li> <li>• Identify Genghis Khan and the methods he used to gain power.</li> <li>• Identify Kublai Khan and the characteristics of his rule.</li> <li>• Recognize the extent of the Mongol empire and the countries that lie within its ancient borders today.</li> <li>• Identify Marco Polo.</li> <li>• Analyze excerpts of Marco Polo's writings to gain information on travel in the thirteenth century.</li> <li>• Summarize the story of Joan of Arc.</li> <li>• Describe the causes of the Hundred Years' War.</li> <li>• Explain how advances in technology affected the conduct of the war.</li> <li>• Recognize the results of the Hundred Years' War.</li> <li>• Explain how the Black Death started and describe its effects on Europe.</li> <li>• Recognize the consequences of the plague on Europe's social structure.</li> <li>• Explain how Europe changed and how it stayed the same after the plague.</li> </ul>
	SS8.4.5 SS8.6.1 SS8.6.2 SS8.6.3 SS8.6.4 RH8.1-10 WHST8.2-10	<ul style="list-style-type: none"> <li>• Compare and contrast the early river civilizations through a formal essay.</li> <li>• Cite textual evidence to support your essay.</li> <li>• Analyze both primary and secondary sources as appropriate.</li> <li>• Add visuals to support your essay as appropriate.</li> </ul>
<p><b>Seeking the Silk Road</b>            You've seen how goods and ideas spread from Asia to Europe and Africa and back again along important trade routes like the Silk Road. You have looked at people and places in many parts of the world. You've also learned about the work of archaeologists and historians and studied the connections between history and geography. Now it's time to pull together what you've learned and explore a topic in greater detail in a final research project.</p> <ul style="list-style-type: none"> <li>• Summing Up</li> <li>• The Big Picture</li> <li>• Trade, Trade, Trade</li> </ul>	SS8.4.5 SS8.6.1 SS8.6.2 SS8.6.3 SS8.6.4 RH8.1-10 WHST8.2-10	<ul style="list-style-type: none"> <li>• Sum up your knowledge through a formal essay.</li> <li>• Cite textual evidence to support your essay.</li> <li>• Analyze both primary and secondary sources as appropriate.</li> <li>• Add visuals to support your essay as appropriate.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<ul style="list-style-type: none"> <li>• Finding Information</li> <li>• Finding More Information</li> <li>• Showing What You've Learned</li> <li>• Writing About What You've Learned</li> <li>• Writing Well</li> </ul>		
<p><b>Finishing</b>            Congratulations! You have almost finished the course. For your final assessment, demonstrate your knowledge in the Year-End Assessment.</p> <ul style="list-style-type: none"> <li>• Conclusions</li> <li>• End-of-Course Review: Units 9 and 10</li> <li>• End-of-Course Review: Units 11, 12, and 13</li> <li>• End-of-Course Final Review</li> <li>• End-of-Course Assessment, Part 1</li> <li>• End-of-Course Assessment, Part 2</li> <li>• Your Choice</li> </ul>	SS8.1.2 SS8.1.6  SS8.2.1 SS8.2.2 SS8.2.4  SS8.3.1 SS8.3.2 SS8.3.3 SS8.3.4  SS8.4.1 SS8.4.2 SS8.4.4 SS8.4.5  SS8.5.2 SS8.5.3 SS8.5.4  SS8.6.1 SS8.6.2 SS8.6.4  RH8.1-10  WHST8.2-10	<ul style="list-style-type: none"> <li>• List examples of the relationship between geography and the rise and fall of civilizations.</li> <li>• Summarize the work and influence of Confucius.</li> <li>• List examples of cultural and political innovations and inventions in China under the Tang and Song dynasties.</li> <li>• Compare and contrast Christianity with other world religions.</li> <li>• Identify Pericles.</li> <li>• Identify key events, people, values, and achievements during the time of the Roman Republic.</li> <li>• Analyze artifacts to describe human creativity.</li> <li>• Identify important accomplishments, beliefs, people, and events of the Hebrew people.</li> <li>• Recognize ways in which monarchs consolidated power.</li> <li>• Explain why people build canals and describe the challenges in building them.</li> <li>• Identify fundamental teachings of Hinduism about many gods, the caste system, and reincarnation.</li> <li>• Compare Julius Caesar and Cincinnatus and their relationship to societal changes.</li> <li>• Identify Constantine and his achievements.</li> <li>• Summarize the story of Joan of Arc.</li> <li>• Explain the origins and significance of the term <i>pharaoh</i>.</li> <li>• Identify Socrates, Plato, and Aristotle and their key ideas and achievements.</li> <li>• Summarize Jesus' key teachings.</li> <li>• Explain the purpose and importance of Justinian's Code.</li> <li>• Demonstrate mastery of knowledge gained in previous lessons.</li> <li>• Identify the invention of the wheel as a major contribution of Mesopotamian civilization.</li> <li>• Identify Alexander the Great.</li> <li>• Identify Theodora as a powerful empress and Justinian's wife and aide.</li> <li>• Analyze excerpts from the Magna Carta to assess its impact on future political thought.</li> <li>• Identify Genghis Khan and the methods he used to gain power.</li> <li>• Demonstrate mastery of important knowledge and skills taught in the Classical Greece unit.</li> <li>• Demonstrate mastery of important knowledge and skills taught in the Rome: Republic and Empire unit.</li> <li>• Demonstrate mastery of important knowledge and skills taught in the From East Asia to Western Europe Again unit.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> <li>• Demonstrate mastery of important knowledge and skills taught in the Empires unit.</li> <li>• Demonstrate mastery of important knowledge and skills taught in the In Western Europe unit.</li> <li>• Demonstrate mastery of important knowledge and skills taught in the Rome: Republic and Empire unit.</li> <li>• Demonstrate mastery of important knowledge and skills taught in the In Western Europe unit.</li> <li>• Demonstrate mastery of important knowledge and skills taught in the Empires unit.</li> <li>• Demonstrate mastery of important knowledge and skills taught in the Classical Greece unit.</li> <li>• Assess ways in which governments attempt to unite nations.</li> <li>• List examples of the ways in which the Christian church exercised authority, influenced daily life, and offered hope to Europeans during the Middle Ages.</li> <li>• List examples of ways in which governments unite nations.</li> <li>• Describe the transition of Rome from republic to empire.</li> <li>• Respond to questions prompts on the contributions of classical Greece and Rome to modern Western civilization.</li> </ul>