

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-IWHIBF1	Grade Level	8
Course Name	WOL-Intermed World History B	# of Credits	1.0
SCED Code	NA	Curriculum Type	K-12 Fuel Education

COURSE DESCRIPTION

Continuing a survey of World History from prehistoric to modern times, K₁₂ online lessons and assessments complement the second volume of The Human Odyssey, a textbook series developed and published by K₁₂. This course focuses on the story of the past from the fourteenth century to 1917 and the beginning of World War I. The course is organized chronologically and, within broad eras, regionally. Lessons explore developments in religion, philosophy, the arts, and science and technology.

The course introduces geography concepts and skills as they appear in the context of the historical narrative. Major topics of study include:

- The cultural rebirth of Europe in the Renaissance
- The Reformation and Counter-Reformation
- The rise of Islamic empires
- Changing civilizations in China, Japan, and Russia
- The Age of Exploration, and the civilizations that had been flourishing in the Americas for hundreds of years prior to encounters with Europeans
- The changes that came with the Scientific Revolution and the Enlightenment
- Democratic revolutions of the eighteenth and nineteenth centuries
- The Industrial Revolution and its consequences
- Nineteenth century nationalism and imperialism
- The remarkable transformations in communications and society at the turn of the twentieth century

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
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).

WYOMING CONTENT AND PERFORMANCE STANDARDS

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SS8.3.4	Explain or illustrate how money is used by individuals, groups, and financial institutions.
SS8.4.1	Describe how historical events impact the future (cause and effect) and how change spreads to other places (e.g., spread of industrial revolution or causes of the Civil War).
SS8.4.2	Describe how 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.
SS8.5.3	Analyze and evaluate how physical changes influenced historical events and participate in collaborative problem solving and decision making in the selection of professional and personal choices.
SS8.5.3	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). https://www.iste.org/standards/nets-for-students
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>

WYOMING CONTENT AND PERFORMANCE STANDARDS			
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	b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.		
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	
Beginning 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, and real people are its heroes. Historians ask questions about all of these elements. Why did Europeans of the Middle Ages build cathedrals? How did the shoguns of Japan maintain their power? What inspired explorers to set sail across the seas? Join our odyssey through history. The questions are endless; the answers, amazing.	SS8.5.1	Lesson 1: Getting Started Review the late Middle Ages in Europe and Asia. Review basic geography skills. Define <i>history</i> and identify reasons for studying history.	
A Renaissance Begins in Europe Most Europeans lost touch with classical Greece and Rome in the centuries after the fall of the Roman empire. They lost touch with each other and with Asia when trade declined. But in Italy, there were constant reminders of what had been. People used stones from the Colosseum to build their homes. They walked beneath great aqueducts, and scholars still read classical works. When the plague subsided and trade picked up in the fourteenth century, Italian artists, scholars, and authors were ready to try out new ideas, and there were merchants who could afford to help them. We know this period of enormous achievement as the Renaissance. <ul style="list-style-type: none"> • Europe Reborn: Discovering Greece and Rome • Cities Spur Change 	SS8.1.6 SS8.2.1 SS8.2.2 SS8.2.4 SS8.4.1 SS8.4.2 SS8.4.4 SS8.4.5 SS8.5.1 SS8.6.3	Lesson 1: Europe Reborn: Rediscovering Greece and Rome Identify Giotto as a fourteenth-century Italian painter who introduced lifelike figures to painting. Define the Renaissance as a period of artistic and literary achievement in Europe from the late fourteenth to the early seventeenth centuries, inspired by new interest in the classics. Describe Dante's <i>Divine Comedy</i> as significant for introducing realistic characters to literature and being written in Italian, rather than Latin. Identify Petrarch as the fourteenth-century Italian scholar known as the father of humanism. Define <i>humanism</i> as a movement that stressed the wisdom of the classics and the dignity of humans and human potential. Identify Dante as the fourteenth-century Italian poet who wrote <i>The Divine Comedy</i> . Explain that the word renaissance means "rebirth." Review historical events.	

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<ul style="list-style-type: none"> • Genius in Florence • Rome Revived 		<p>Review primary and secondary sources</p> <p>Lesson 2: Cities Spur Change Describe Renaissance cities as catalysts for change at the close of the Middle Ages. Explain the social significance of the printing press. Describe the role of guilds in Italian city-states. Identify on a map major city-states including Venice, Florence, Rome, and the German city of Augsburg. Describe major characteristics of some of the city-states and identify some of the important individuals associated with them. Explain that Italian city-states were often republics led by powerful merchant families. Define <i>manuscript</i> and explain why manuscripts were very expensive. Identify Johannes Gutenberg as the fifteenth-century inventor of the modern printing press.</p> <p>Lesson 3: Genius in Florence Identify the major Florentine artists including Donatello, Brunelleschi, Masaccio, Botticelli, da Vinci, and their achievements. Describe the source of Florence's wealth and power as trade in luxury goods. Give an example of the controversy created by humanism and other Renaissance ideas. Identify Florence as the birthplace of the Renaissance. Explain how Renaissance art differed from medieval art. Identify the Medici as the most powerful family in Florence, owners of the most powerful banks in Europe, and patrons of the arts and learning.</p> <p>Lesson 4: Rome Revived Describe Rome in the early 1400s and explain the reasons for its condition. Analyze art to gain understanding of Renaissance thinking. Recognize Rome's historical significance to the Christian Church. Describe the role of the popes as patrons of art and literature and restorers of the city of Rome, and how they financed the work. Give examples of the achievements and weaknesses of the Renaissance popes. Identify Michelangelo as the great Florentine sculptor and painter whose work includes the Pietà, David, the Sistine Chapel ceiling, and the dome of St. Peter's Basilica. Identify Raphael as the Renaissance painter known for paintings of Madonnas and frescoes.</p> <p>Lesson 5: Your Choice</p> <p>Lesson 6: Unit Review Demonstrate mastery of important knowledge and skills taught in this unit.</p> <p>Lesson 7: Unit Assessment Explain the social significance of the printing press.</p>
The Spread of New Ideas The Renaissance wasn't limited to Italy, and it wasn't limited to new styles of art and literature. Ideas spread	SS8.1.6 SS8.2.1 SS8.2.2 SS8.2.4	<p>Lesson 1: Politics of the Renaissance Identify Castiglione and his view of the ideal Renaissance courtier. Summarize the main ideas of <i>The Prince</i> and describe the influence it had on European rulers.</p>

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<p>north from Italy and artists and thinkers across Northern Europe used those ideas to create their own distinct styles. Renaissance ideas spread into other fields as well. Ideas that we take for granted today in politics and religion came about during the Renaissance. Machiavelli questioned the political world, while Luther and Calvin questioned the practices and beliefs of the Christian Church and the Church examined itself. Europe and the world would never be the same.</p> <ul style="list-style-type: none"> • The Renaissance Beyond Italy • The Reformation Splits Christendom • The Counter-Reformation and Beyond 	SS8.4.1 SS8.4.2 SS8.4.4 SS8.4.5 SS8.5.1 SS8.6.3	<p>Identify Isabella d'Este as a "Renaissance woman" who ruled a city-state and made it a center of learning and art.</p> <p>Identify Machiavelli as the Italian author of <i>The Prince</i>.</p> <p>Define <i>courtier</i>.</p> <p>Explain why Leonardo da Vinci is considered a Renaissance man and give examples of his interests and accomplishments.</p> <p>Lesson 2: The Renaissance Beyond Italy</p> <p>Identify Thomas More.</p> <p>Identify means by which European monarchs solidified their power.</p> <p>Identify major artists of the Northern Renaissance (including Van Eyck, Dürer, and Holbein) and their accomplishments.</p> <p>Identify Erasmus.</p> <p>Describe Christian humanism.</p> <p>Identify on a map countries that had strong monarchs by the 1500s and areas that were not nation-states.</p> <p>Recognize how Renaissance ideas spread beyond Italy.</p> <p>Describe the differences between Renaissance art from Italy and from northern Europe.</p> <p>Lesson 3: The Reformation Splits Christendom</p> <p>Explain the relationship between the Renaissance interest in ancient texts and the demand for church reform.</p> <p>Describe the belief in purgatory and indulgences and how indulgences came to be given in exchange for money.</p> <p>Identify Henry VIII.</p> <p>Summarize Luther's arguments with the Church.</p> <p>Identify Martin Luther.</p> <p>Recognize the significance of Luther's translation of the Bible into German.</p> <p>Define the Reformation.</p> <p>Identify John Calvin.</p> <p>Explain the origins of the terms "Protestant" and "Catholic".</p> <p>Lesson 4: Your Choice</p> <p>Lesson 5: The Counter-Reformation and Beyond</p> <p>Describe methods the Catholic Church used to try to contain the spread of Protestantism, including the banning of books, and the Inquisition.</p> <p>Identify at least three steps taken by the Council of Trent to correct the course of the Catholic Church.</p> <p>Give examples of how the Catholic/Protestant split led to political rivalries and wars in Europe.</p> <p>Identify the Reformation.</p> <p>Identify Teresa of Avila.</p> <p>Describe the Counter-Reformation.</p> <p>Identify Ignatius of Loyola.</p> <p>Lesson 6: Your Choice</p> <p>Lesson 7: Unit Review</p> <p>Demonstrate mastery of important knowledge and skills in this unit.</p> <p>Lesson 8: Unit Assessment</p> <p>Summarize the main ideas of <i>The Prince</i>.</p> <p>Locate on a map the major nations of Europe in the 1500s.</p>

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		Explain how the Reformation led to political conflict and warfare during the 1500s.
New Powers in Asia While European culture grew and redefined itself, political and cultural changes occurred in Asia, too. Almost every part of Asia had suffered hardship during Mongol rule. Now, each region developed its own political and cultural identity. Great Muslim empires rose in Western and Southern Asia, and the religious differences within Islam led to political conflict in some places. Farther east in China, the Ming dynasty achieved greatness and supported tremendous cultural accomplishment. In Japan, a feudal system maintained control. And in Russia, rulers borrowed cultural ideas that would become distinctly Russian. <ul style="list-style-type: none"> • Three Islamic Empires • Ming China and Feudal Japan • Russia Rising 	SS8.1.6 SS8.2.1 SS8.2.2 SS8.2.4 SS8.4.1 SS8.4.2 SS8.4.4 SS8.4.5 SS8.5.1 SS8.6.3	<p>Lesson 1: Three Islamic Empires Recognize the Taj Mahal as the seventeenth-century architectural masterpiece of the Mughal Empire. Recognize that the Islamic world experienced hardships at the hands of Mongol conquerors during the time of the European Middle Ages. Recognize the extent of the Ottoman Empire at its height, identify the countries in that area today, and identify Istanbul as the capital of the empire. Identify Süleyman as the sixteenth-century Ottoman emperor who developed a code of law for the empire and was known outside the empire as "Süleyman the Magnificent." Locate on a map the fifteenth-century Persian Safavid Empire, and identify the countries that are in that area today and their religious affiliation. Identify Osman as the Muslim, Turkish nomad who founded the Ottoman Empire in the thirteenth century. Describe the political and religious conflicts between the Ottoman and Safavid Empires. Identify Akbar as the ruler of the Mughal Empire who practiced religious and cultural tolerance in India.</p> <p>Lesson 2: Ming China and Feudal Japan Locate on a map the four major islands of Japan. Recognize that the Chinese people sought to be free of Mongol rule in the thirteenth and fourteenth centuries. Describe the Forbidden City. Explain why the Chinese rebuilt the Great Wall in the 1400s. Identify the Tokugawa shogunate and its reasons for closing Japan to foreign influence. Define <i>civil service</i>. Identify the accomplishments of Zheng He and his expeditions. Describe artistic and political achievements in China under the Ming dynasty. Identify the major religions of Japan and their beliefs. Describe the Japanese feudal system and the role of the samurai and the code of bushido.</p> <p>Lesson 3: Russia Rising Describe the methods Ivan the Great used to conquer Russia and then unify and glorify it. Identify Russia as the largest country in the world. Identify Vladimir as the tenth-century Grand Prince of Kiev who ordered Russians to convert to Orthodox Christianity. Identify Ivan III as Ivan the Great and describe his accomplishments. Describe the Mongol conquest of Russia. Define kremlin and explain Ivan's purpose in restoring the Kremlin in Moscow. Identify Ivan IV as Ivan the Terrible, and describe how he earned his nickname. Locate Russia on a map and identify its boundaries, major land features, and cities.</p> <p>Lesson 4: Unit Review Demonstrate mastery of important knowledge and skills taught in this unit.</p>

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		<p>Lesson 5: Unit Assessment Explain the division of Islam into Sunni and Shi'ah. Explain why the Chinese and Japanese decided to cut off contact with foreigners, and describe the results of those decisions.</p> <p>Lesson 6: Your Choice</p>
Europe Seeks Asia and Meets the Americas Asia had much to offer and Europeans knew it. But how could they get the spices, silks, porcelain, and all the rest? The Ottomans controlled the ancient Silk Road, and it was terribly dangerous to travel through mountains and deserts anyway. But what if ships could sail to Asia and back again? New ship design and new navigation aids might make such trips possible. The race was on. The explorers and those who sent them knew what they were after. They had no idea that they would actually find whole worlds unknown to them. At the same time, the people of the powerful empires across the seas knew nothing of Europe or Asia or Africa. They had no idea what was about to happen.	SS8.1.6 SS8.2.1 SS8.2.2 SS8.2.4 SS8.4.1 SS8.4.2 SS8.4.4 SS8.4.5 SS8.5.1 SS8.6.3	<p>Lesson 1: Portugal and Spain, and the Age of Exploration Identify Columbus as the Italian navigator who first sailed west to get to Asia, and Ferdinand and Isabella of Spain as his sponsors. Identify Prince Henry the Navigator as the Portuguese patron of sea expeditions. Identify Dias as the Portuguese explorer who first rounded the southern tip of Africa. Describe the reasons for European interest in traveling by sea to Asia in the fifteenth century. Explain that Columbus called the people he met "Indians" because he thought he had reached the Indies of East Asia. Identify two improvements in navigation and explain that they allowed sailors to travel farther from land. Locate Portugal, Spain, the Atlantic Ocean, the Mediterranean Sea, and the Cape of Good Hope on a map. Trace on a map the route of Columbus's first voyage, and identify San Salvador as his landing point.</p> <p>Lesson 2: Your Choice</p> <p>Lesson 3: Filling in the Map Summarize the significant events of Magellan's voyage. Describe the events leading to Portugal's claim to Brazil and the consequences of that claim. Locate on a map the route Magellan took, the major land areas and bodies of water on the route, and the distance the expedition traveled. Identify the Line of Demarcation and explain its purpose. Identify Pedro Cabral. Identify Ferdinand Magellan. Recognize that fifteenth-century standards for the behavior of nations differed from modern standards. Identify Vasco da Gama.</p> <p>Lesson 4: Your Choice</p> <p>Lesson 5: Old Civilizations Define <i>civilization</i>. Identify Hiram Bingham as the modern discoverer of the lost city of Machu Picchu. Describe the origins of Mexico's name and flag. Recognize that the term "new world" reflected only the European view of the continents they learned about in the fifteenth and sixteenth centuries. Summarize the major achievements and characteristics of Maya civilization. Summarize the major achievements and characteristics of Aztec civilization. Identify the Olmecs as possibly the earliest civilization in the Americas.</p>

SCOPE AND SEQUENCE		
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		<p>Summarize the major achievements and characteristics of Inca civilization.</p> <p>Locate the Olmec, Maya, Aztec, and Inca Empires on a map.</p> <p>Lesson 6: Unit Review Demonstrate mastery of important knowledge and skills taught in this unit.</p> <p>Lesson 7: Unit Assessment Identify two improvements in navigation and explain that they allowed sailors to travel farther from land.</p>
Exploration Changes the World <p>Gold, glory, and God. The Spanish and Portuguese conquistadors and their sponsors knew what their goals were, and they were willing to go to great lengths to achieve them. Guns and germs helped them defeat two great empires. But the conquistadors could not have predicted the long-term and often unintended consequences of their actions. Farming changed on three continents. Diets changed. Thousands of people willingly crossed the oceans to start new lives. Millions were kidnapped and forced to cross the oceans as slaves. And millions more died of disease and abuse. We still feel the consequences today.</p> <ul style="list-style-type: none"> • Clash of Civilizations • The Spanish and Portuguese Empires • The Columbian Exchange • Songhai, Benin, and the New Slave Trade 	SS8.1.6 SS8.2.1 SS8.2.2 SS8.2.4 SS8.3.2 SS8.4.1 SS8.4.2 SS8.4.4 SS8.4.5 SS8.5.1 SS8.6.3	<p>Lesson 1: Clash of Civilizations Identify Hernán Cortés and summarize the events that led to the decline of the Aztec Empire. Describe the characteristics of the Aztec and Inca Empires that contributed to their decline. Define <i>conquistador</i>. Identify Francisco Pizarro and summarize the events that led to the decline of the Inca Empire. Identify Moctezuma.</p> <p>Lesson 2: The Spanish and Portuguese Empires Describe the lives of the native peoples under the encomienda system. Describe the system for governing the Spanish colonies. Explain why the native population declined so rapidly and describe how the Spanish government responded to the decline. Give examples of goods that Europeans wanted from the Americas. Define <i>peninsulare</i>, <i>creole</i>, and <i>mestizo</i> and describe their places in the social structure of the colonies. Recognize that many missionaries like Las Casas protested to their government about the treatment of the Indians. Explain why friars and Jesuits went to the colonies and describe the methods they used to achieve their goals.</p> <p>Lesson 3: Columbian Exchange Define <i>hemisphere</i>. Recognize significant plants that were introduced to the Old World from the New World and describe their impact. Recognize significant plants that were introduced to the New World from the Old World and describe their impact. Describe the Columbian Exchange. Use maps to gain information on the Columbian Exchange. Recognize animals that were introduced to the New World from the Old World and describe their impact. Distinguish between intentional and unintentional consequences.</p> <p>Lesson 4: Songhai, Benin, and the New Slave Trade Explain the origins and nature of the Portuguese slave trade. Recognize that slavery had existed for thousands of years in many parts of the world before the 1500s. Recognize that the people in the African kingdoms identified themselves with members of their own tribe, not with the inhabitants of the entire continent. Describe the savanna and the rain forest. Identify the major events and people in the history of Songhai. Describe the Middle Passage and the toll it took on people. Describe the culture and government of Benin.</p>

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		<p>Describe the change that took place in the African slave trade in the 1500s.</p> <p>Identify on a map the major cities and geographical features of Songhai and Benin.</p> <p>Lesson 5: Your Choice</p> <p>Lesson 6: Unit Review</p> <p>Demonstrate mastery of important knowledge and skills taught in the Exploration Changes the World unit.</p> <p>Lesson 7: Unit Assessment</p> <p>Describe the effects of colonization on native populations in the Americas.</p> <p>Describe the transatlantic slave trade and its toll on people.</p> <p>Give examples of the goods, people, animals, and diseases involved in the Columbian Exchange.</p>
Changing Empires, Changing Ideas <p>Elizabeth I was quite a woman and quite a ruler. One of England's most powerful monarchs, she had an entire age named for her, and the explorations she sponsored led to the colonies that became the United States. But England faced difficult times after Elizabeth, and a political revolution there meant that no English monarch would ever again have so much power. At the same time, a revolution in science changed the way people think and started "modern times." Have you ever examined something to find out more about it? Or conducted a small experiment? Do you believe you can figure a lot of things out for yourself by using your mind? Then you are part of an enlightened age.</p> <ul style="list-style-type: none"> • Elizabethan England and North American Initiatives • England: Civil War and Empire • The Scientific Revolution • The Enlightenment: An Age of Reason 	SS8.1.6 SS8.2.1 SS8.2.2 SS8.2.4 SS8.4.1 SS8.4.2 SS8.4.4 SS8.4.5 SS8.5.1 SS8.6.3	<p>Lesson 1: Elizabethan England and North American Initiatives</p> <p>Identify Edmund Spenser and William Shakespeare and their accomplishments.</p> <p>Identify Elizabeth I and her accomplishments.</p> <p>Identify Queen Mary and what she is known for.</p> <p>Describe English explorations in the sixteenth century and the explorers who led them.</p> <p>Describe the causes and results of England's conflict with Spain.</p> <p>Lesson 2: England: Civil War and Empire</p> <p>Recognize key goals, events, problems, and people in the settlement of the English colonies in North America.</p> <p>Identify significant individuals and events in the English Civil War.</p> <p>Define <i>political revolution</i>.</p> <p>Identify on a map the areas/countries that make up Great Britain, England, and the United Kingdom.</p> <p>Describe the major events of the Restoration.</p> <p>Explain reasons for the conflict between James I and Charles I and the English Parliament.</p> <p>Lesson 3: The Scientific Revolution</p> <p>Define the Scientific Revolution.</p> <p>Trace the development of scientific thought during the Scientific Revolution.</p> <p>Identify Vesalius.</p> <p>Recognize Newton's achievements in science and mathematics and his impact on the field of scientific study.</p> <p>Recognize the work of Descartes and Bacon in developing reliable ways to acquire knowledge.</p> <p>Define <i>heliocentric</i> and <i>geocentric</i>.</p> <p>Identify Copernicus.</p> <p>Summarize Galileo's achievements and the obstacles he faced.</p> <p>Lesson 4: The Enlightenment: An Age of Reason</p> <p>Explain that ideas of the Scientific Revolution were applied to the social world.</p> <p>Define <i>philosophe</i> and <i>deist</i> and describe their beliefs.</p> <p>Identify the major events and people of the Glorious Revolution and describe the consequences of the revolution.</p> <p>Identify John Locke.</p> <p>Identify Voltaire, Montesquieu, Diderot, and Condorcet.</p>

SCOPE AND SEQUENCE		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<p>Identify Benjamin Franklin. Identify Louis XIV.</p> <p>Lesson 5: Your Choice</p> <p>Lesson 6: Unit Review Demonstrate mastery of important knowledge and skills in this unit.</p> <p>Lesson 7: Unit Assessment Trace the development of scientific thought during the Scientific Revolution.</p>
Writing <p>The world changed in many ways between 1300 and 1800. Think of all that happened and all the people who influenced what happened. Which individual had the most influence on the way people thought, particularly in Europe? Could it have been Leonardo da Vinci? Or Johannes Gutenberg? How about Martin Luther, or John Locke, or Isaac Newton? Prepare to choose someone who interests you as a topic for research and writing.</p> <ul style="list-style-type: none"> • Writing from Research 	SS8.4.5 SS8.5.1 SS8.6.1 SS8.6.2 RH.8.1-10 WHST.8.2-10 SS8.6.3 SS8.6.4	<p>Lesson 1: Writing from Research Identify and analyze primary and secondary sources representing the same topic. Write a research-based essay on the impact of one individual on European thought during the period from 1300 to 1800. Assess the changes that took place in the way most Europeans thought between 1300 and 1800. Identify significant individuals who lived between 1300 and 1800 and explain how their ideas and work changed society.</p> <p>Lesson 2: Your Choice</p>
Semester Review and Assessment <p>It's time to look back and pull together the material studied this semester. Reviewing in preparation for a semester assessment provides an excellent opportunity to make inferences and see connections that you may not have noticed earlier. Review isn't just a way to do well—it's a way to learn something new, as well.</p>	SS8.1.6 SS8.2.1 SS8.2.2 SS8.2.4 SS8.4.1 SS8.4.2 SS8.4.4 SS8.4.5 SS8.5.1 SS8.6.2 SS8.6.3	<p>Lesson 1: Semester Review: Units 1, 2, 3, and 4 Demonstrate mastery of important knowledge and skills taught in The Spread of New Ideas unit. Demonstrate mastery of important knowledge and skills taught in the Beginning unit. Demonstrate mastery of important knowledge and skills taught in the New Powers in Asia unit. Demonstrate mastery of important knowledge and skills taught in A Renaissance Begins in Europe unit. Identify and analyze primary and secondary sources representing the same topic.</p> <p>Lesson 2: Semester Review: Units 5, 6, and 7 Demonstrate mastery of important knowledge and skills taught in the Exploration Changes the World unit. Demonstrate mastery of important knowledge and skills taught in the Changing Empires, Changing Ideas unit. Demonstrate mastery of important knowledge and skills taught in the Europe Seeks Asia and Meets the Americas unit. Identify and analyze primary and secondary sources representing the same topic.</p> <p>Lesson 3: Your Choice</p> <p>Lesson 4: Semester Assessment Identify and analyze primary and secondary sources representing the same topic. Identify the Reformation. Describe the effects of colonization on the peoples of the colonized territories. Explain why the native population declined so rapidly and describe how the Spanish government responded to the decline. Explain the origins of the terms "Protestant" and "Catholic". Define the Reformation.</p>

SCOPE AND SEQUENCE		
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		Give examples of goods that Europeans wanted from the Americas.