

Wyoming Department of Education Required Virtual Education Course Syllabus

2201000 - Washakie County School District No. 1

Program Name	Washakie #1 Online	Content Area	SS
Course ID	W04051G0.5012	Grade Level	10-12
Course Name	WOL-World History- A	# of Credits	0.5
SCED Code	04051G0.5012	Curriculum Type	K-12 Fuel Education

COURSE DESCRIPTION

In this comprehensive survey of world history from prehistoric to modern times, students focus in-depth on the developments and events that have shaped civilization across time. The course is organized chronologically and, within broad eras, regionally. Lessons address developments in religion, philosophy, the arts, science and technology, and political history. The course also introduces geography concepts and skills within the context of the historical narrative. Lessons and assessments complement World History: Our Human Story. Students are challenged to consider topics in-depth as they analyze primary sources and maps, create time lines, and complete other projects—practicing historical thinking and writing skills as they explore the broad themes and big ideas of human history.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<u>BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</u>
SS12.1.6	Compare and contrast various world political systems (e.g., ideologies, structure, and institutions) with that of the United States.
SS12.2.1	Analyze and evaluate the ways various groups (e.g., social, political, and cultural) meet human needs and concerns (e.g., individual needs and common good) and contribute to identity (e.g., group, national, and global), situations, and events.
SS12.2.2	Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, and behavior) and illustrate integrated views of a specific culture.
SS12.2.3	Evaluate how the unique characteristics of cultural groups have contributed and continue to influence Wyoming's history and contemporary life (e.g., tribes, explorers, early settlers, and immigrants).
SS12.3.1	Analyze the impact of supply, demand, scarcity, prices, incentives, competition, and profits on what is produced, distributed, and consumed.
SS12.3.2	Analyze and evaluate how people organize for the production, distribution, and consumption of goods and services in various economic systems (e.g., capitalism, communism, and socialism).
SS12.3.3	Analyze and evaluate the impact of current and emerging technologies at the micro and macroeconomic levels (e.g., jobs, education, trade, and infrastructure) and their impact on global economic interdependence.
SS12.4.1	Describe patterns of change (cause and effect) and evaluate how past events impacted future events and the modern world.
SS12.4.2	Analyze the development and impact of tools and technology and how it shaped history and influenced the modern world.
SS12.4.4	Describe the historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace) and their impact on significant historical events.
SS12.4.5	Using primary and secondary sources, apply historical research methods to interpret and evaluate important historical events from multiple perspectives.
SS12.5.1	Use geographic tools and reference materials to interpret, analyze, evaluate, and synthesize historical and geographic data to demonstrate an understanding of global patterns and interconnectedness.
SS12.5.2	Describe regionalization and analyze how physical characteristics distinguish a place, influence human trends, political and economic development, and solve immediate and long-range problems.
SS12.5.3	Analyze, interpret, and evaluate how conflict, demographics, movement, trade, transportation, communication, and technology affect humans' sense of place.
SS12.6.1	Analyze, evaluate, and/or synthesize multiple sources of information in diverse formats and media in order to address a question or solve a problem.
SS12.6.2	Assess the extent to which the reasoning and evidence in a text supports the author's claims.
SS12.6.3	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
SS12.6.4	Evaluate and integrate accurate, sufficient, and relevant information from primary and secondary sources to support writing

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Semester 1		
Unit 1: Civilization Begins • Finding Our Past • Settling Down • The First Civilization • The Gift of the Nile • Civilization on the Nile • Early Civilizations in India and China	SS12.1.6 SS12.2.1 SS12.2.2 SS12.2.3 SS12.3.1 SS12.3.2 SS12.3.3 SS12.4.1 SS12.4.2 SS12.4.4 SS12.4.5 SS12.5.1 SS12.5.2 SS12.5.3 SS12.6.1 SS12.6.2 SS12.6.3 SS12.6.4	Student will: <ul style="list-style-type: none"> • Identify the kinds of scholars who study the lives of early humans and the methods they use. • Explain current scientific theories on where, when, and how early human communities developed. • Identify characteristics of early hunter-gatherer communities. • Describe key social, cultural, and economic characteristics of early agricultural villages and the first cities. • Recognize elements that are generally used to define civilization and distinguish it from other forms of social structure. • Identify factors that led to the development of agriculture, pastoralism, and a division of labor. • Recognize the significance of the Neolithic Revolution. • Describe key social, cultural, and economic characteristics of early agricultural villages and the first cities. • Recognize elements that are generally used to define civilization and distinguish it from other forms of social structure. • Identify social, cultural, and economic characteristics of early Sumerian civilization. • Describe major cultural and technological achievements of Sumerian civilization and their significance. • Summarize major reasons for Sumer's decline. • Demonstrate mastery of important knowledge and skills learned in previous lessons. • Describe key social, cultural, and economic characteristics of early agricultural villages and the first cities. • Analyze why the earliest civilizations developed in river valleys. • Locate on a map the early river valley civilizations. • Compare and contrast the social, cultural, economic and technological, and political characteristics and achievements of the river valley civilizations. • Identify key physical features of the Nile Valley and their impact on the development of society in ancient Egypt. • Summarize key features of daily life and society in ancient Egypt. • Describe religious beliefs and practices in ancient Egypt and their influence on government and culture there. • Describe Egypt's major cultural and technological achievements during the Old and Middle kingdoms. • Analyze the importance of writing in ancient Egypt. • Explain how historians and others know about life in ancient Egypt. • Identify key physical features of the Indian subcontinent and early China. • Summarize what archaeologists have discovered about early civilization in the Indus Valley and why their knowledge is limited. • Describe the origins and structure of Chinese society and culture.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<ul style="list-style-type: none"> • Looking at Civilizations • The First Empires • Egypt Builds an Empire • Expanding Empires 		<ul style="list-style-type: none"> • Describe the origins of China's dynastic government and how scholars have learned about it. • Compare and Contrast elements of civilization in the River Valley Civilizations. • Demonstrate mastery of important knowledge and skills learned in previous lessons. • Analyze the significance of Hammurabi's written code of law. • Identify the Indo-European peoples. • Define empire. • Recognize the methods Sargon and other early empire builders used to unite and control vast territories. • Identify the Indo-European peoples and the reasons the Hittite Indo-Europeans and others migrated from central Asia and successfully moved into other areas. • Identify major early empires of western Asia and northern Africa and their accomplishments. • Recognize the methods early empire builders used to gain and maintain power over vast territories. • Recognize key pharaohs of Egypt's New Kingdom and what they are known for. • Compare and contrast the characteristics of major early empires. • Trace Egypt's transition from kingdom to empire. • Recognize key pharaohs of the New Kingdom and what they are known for. • Explain how the pharaohs of Egypt and rulers elsewhere were able to carry out enormous building and other projects. • Identify the Kushites and the elements of Egyptian culture they adopted and preserved. • Recognize key pharaohs of Egypt's New Kingdom and what they are known for. • Compare and contrast the characteristics of major early empires. • Identify Cyrus and Darius of Persia and their major accomplishments. • Describe Persian culture at its height and the reasons for the empire's decline. • Recognize the achievements of the Assyrian and Chaldean empires and the factors in their rise and fall. • Compare and contrast the political and economic characteristics of major early empires. • Demonstrate mastery of important knowledge and skills learned in previous lessons.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p>Unit 2: Civilizations Flourish</p> <ul style="list-style-type: none"> • Mediterranean Traders • The Hebrews and Early Judaism • South Asia and Hinduism • The Birth of Buddhism • India's Golden Age 	SS12.1.6 SS12.2.1 SS12.2.2 SS12.2.3 SS12.3.1 SS12.3.2 SS12.3.3 SS12.4.1 SS12.4.2 SS12.4.4 SS12.4.5 SS12.5.1 SS12.5.2 SS12.5.3 SS12.6.1 SS12.6.2 SS12.6.3 SS12.6.4	<p>Student will:</p> <ul style="list-style-type: none"> • Recognize major trading societies of the Mediterranean and their impact on later cultures. • Describe ways in which elements of culture spread from one society to another. • Locate on a map key civilizations, geographic features, and trade routes of the ancient world. • Identify elements of Minoan culture. • Describe Phoenician trade, colonies, and contributions to world culture. • Recognize the role of trade in the spread and exchange of culture. • Analyze maps of the Mediterranean region and the early societies and trade there. • Identify the founders, major beliefs or teachings, sacred texts, and distinct characteristics of select major world religions and philosophies. • Summarize key events in the early history of the Hebrew people. • Explain how the Israelites' religious beliefs differed from the beliefs of other ancient peoples. • Recognize the major founders, sacred texts, and beliefs of Judaism. • Demonstrate mastery of important knowledge and skills learned in this unit. • Identify the founders, major beliefs or teachings, sacred texts, and distinct characteristics of select major world religions and philosophies. • Describe the factors that led to a golden age in India and the achievements of that time. • Describe key features of the geography of South Asia. • Identify elements of Aryan society and early Hinduism as seen in the Vedas and ancient Indian epics. • Recognize the major sacred texts, beliefs, and distinct characteristics of Hinduism. • Explain how the caste system influenced the development of Indian society. • Demonstrate mastery of important knowledge and skills learned in previous lessons. • Identify the founders, major beliefs or teachings, sacred texts, and distinct characteristics of select major world religions and philosophies. • Recognize the founder, origins, major beliefs, and distinct characteristics of Buddhism. • Describe the spread and influence of Buddhism outside India. • Explain the term classical as it relates to historic eras. • Explain what is meant by the terms classical and golden age. • Identify Asoka and what he is known for. • Describe Indian achievements in the arts, literature, science, math, and technology. • Analyze the factors that led to India's golden age.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<ul style="list-style-type: none"> • Classical China and Confucianism • China's Dynasties • Exploring Further 		<ul style="list-style-type: none"> • Identify the founders, major beliefs or teachings, sacred texts, and distinct characteristics of select major world religions and philosophies. • Describe the influence of Confucianism on Chinese and other Eastern societies and governments. • Identify key achievements in Chinese culture, government, and technology under the Zhou dynasty. • Recognize the founder, origins, major teachings, and distinct characteristics of Confucian philosophy and ethics. • Compare and contrast the basic teachings of Confucianism and Daoism. • Demonstrate mastery of important knowledge and skills learned in previous lessons. • Recognize China's technological and cultural achievements under the Qin and Han dynasties and their impact. • Recognize China's technological accomplishments under the Qin dynasty and their economic and political impact. • Explain the origins of the Han dynasty and Liu Bang's methods of administration. • Describe China's economic, social, and political structure under the Han. • Give examples of cultural achievements during China's golden age. • Analyze the quality of various sources of information. • Conduct research on a topic in ancient history. • Analyze sources of information for quality. • Prepare a research summary.
<p>Unit 3: The Western Classical World</p> <ul style="list-style-type: none"> • Greek Beginnings • Rival City-States • War, Glory, and Decline 	<p>SS12.1.6 SS12.2.1 SS12.2.2 SS12.2.3 SS12.3.1 SS12.3.2 SS12.3.3 SS12.4.1 SS12.4.2 SS12.4.4 SS12.4.5 SS12.5.1 SS12.5.2 SS12.5.3 SS12.6.1 SS12.6.2 SS12.6.3 SS12.6.4</p>	<p>Student will:</p> <ul style="list-style-type: none"> • Recognize the influence of geography on the development of Greek city-states. • Identify elements of the Greeks' shared culture. • Describe the Greek polis and what Greek city-states had in common. • Compare and contrast daily life, society, culture, and government in Athens and Sparta. • Recognize key characteristics of Athenian democracy and its influence on later ideas of government. • Distinguish between direct and representative democracy. • Explain why Athens is considered the birthplace of democracy. • Identify major causes, events, and results of the Persian and Peloponnesian wars. • Identify major causes, events, and results of the Persian Wars. • Identify Pericles and his major achievements as leader of Athens. • Explain the causes and consequences of the Peloponnesian War. • Analyze the consequences of the Persian Wars for Greek civilization. • Demonstrate mastery of important knowledge and skills learned in previous lessons.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<ul style="list-style-type: none"> • Greek Art and Literature • Lovers of Wisdom • Alexander the Great • The Roman Republic • Rome's Expansion and Crisis • From Republic to Empire • Roman Society and Culture 		<ul style="list-style-type: none"> • Identify the significance of Greek achievements in architecture, the arts, literature, philosophy, science, and mathematics. • Give examples of Greek ideals of order and balance in Greek architecture and art. • Identify major Greek dramatists and the themes they explored. • Recognize the roles of Herodotus and Thucydides in establishing history as a field of study. • Identify the significance of Greek achievements in architecture, the arts, literature, philosophy, science, and mathematics. • Identify Socrates, Plato, and Aristotle and their major achievements. • Analyze the work of Greek philosophers for their views on the nature of government. • Identify major Greek scientists and mathematicians and their achievements and influence. • Describe the role of Alexander the Great in the spread of Hellenistic culture throughout his empire. • Trace Alexander's rise to king of Macedonia and leader of a vast empire. • Locate on a map the greatest extent of Alexander's empire. • Recognize the characteristics and achievements of Hellenistic culture and its spread. • Demonstrate mastery of important knowledge and skills learned in previous lessons. • Identify key elements of Roman society and the development of law and representative government. • Describe the establishment and characteristics of the early Roman Republic. • Identify key elements in the development of law and representative government in Rome. • Recognize major elements of Roman society. • Identify major individuals, events, and results of the Punic Wars. • Identify the major causes, events, and results of the Punic Wars. • Trace on a map the Roman Republic's expansion. • Explain the changes in Rome that led to the demise of the republic. • Demonstrate mastery of important knowledge and skills learned in previous lessons. • Describe the factors and individuals in the demise of the Roman Republic and its transition to an empire. • Trace Julius Caesar's rise to power and achievements in Rome. • Describe Rome's transition from republic to empire under Caesar Augustus. • Give examples of the Roman Empire's achievements during the Pax Romana. • Recognize examples of Roman achievement in law, architecture, science, and technology. • Analyze Rome's adoption and adaption of Greek culture.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<ul style="list-style-type: none"> • The Rise of Christianity • The Roman Empire Crumbles 		<ul style="list-style-type: none"> • Describe life in Roman society. • Analyze the Roman adoption and adaptation of Greek culture to form Greco-Roman culture. • Recognize Roman achievements in architecture, engineering, and science. • Summarize the origins, founder and leaders, key teachings, and spread of Christianity. • Explain the origins of Christianity. • Identify Jesus of Nazareth and Paul of Tarsus and their teachings. • Describe the spread of Christianity and the policies of Constantine. • Recognize the structure and practices of the early Christian church. • Describe the causes and events in the fall of the Western Roman Empire. • Summarize the problems facing the Roman Empire after A.D. 200. • Explain the attempts at reform of the empire under Diocletian and Constantine. • Describe the fall of the Western Roman Empire. • Recognize elements of Rome's legacy to the modern world. • Demonstrate mastery of important knowledge and skills learned in previous lessons.
<p>Unit 4: Regional Civilizations and Cultures</p> <ul style="list-style-type: none"> • North African Societies • South of the Sahara • Societies in the Americas • The Byzantine Empire • Byzantine Civilization 	<p>SS12.1.6 SS12.2.1 SS12.2.2 SS12.2.3 SS12.3.1 SS12.3.2 SS12.3.3 SS12.4.1 SS12.4.2 SS12.4.4 SS12.4.5 SS12.5.1 SS12.5.2 SS12.5.3 SS12.6.1 SS12.6.2 SS12.6.3 SS12.6.4</p>	<p>Student will:</p> <ul style="list-style-type: none"> • Recognize major landforms and climates of Africa and their influence on the lives of the early people there. • Identify key economic and social characteristics of early African cultures. • Describe the technological advances that allowed peoples such as the Nok to thrive. • Identify the causes and effects of the Bantu migrations. • Analyze the rise and fall of the ancient kingdoms of Kush and Aksum. • Explain how the kingdom of Kush became prosperous. • Give examples of the distinct features of Aksum's culture and economy. • Describe agriculture in early Mesoamerica and South America and its importance to the development of societies there. • Identify key characteristics of Maya culture. • Locate on a map the empire of the Maya. • Demonstrate mastery of important knowledge and skills learned in previous lessons. • Demonstrate mastery of important knowledge and skills learned in this unit. • Recognize the extent of the Byzantine Empire under Justinian. • Explain the economic and military importance of Byzantium's location. • Identify Empress Theodora and her accomplishments. • Explain the causes and results of the schism between eastern and western branches of Christianity in 1054.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<ul style="list-style-type: none"> • Russia Rises • The Rise of Islam • The Spread of Islam • Muslim Culture and Life 		<ul style="list-style-type: none"> • Recognize the work of Byzantine monks in spreading Orthodox Christianity. • Identify major characteristics and achievements of Byzantine culture. • Explain the causes and results of the schism between the Eastern and Western branches of Christianity in 1054. • Identify major events and people in the origin of Russia. • Describe the influence of Byzantine culture on Russia's culture. • Recognize the effects of Mongol invasions on Russia's development. • Identify Ivan the Great and his role in early Russian history. • Trace the major events in the origin of Russia. • Demonstrate mastery of important knowledge and skills learned in previous lessons. • Describe the founder, origins, and majors beliefs of Islam. • Explain Islam's connections to Judaism and Christianity. • Describe Muhammad's life and teachings. • Identify the Qur'an and the Five Pillars of Islam. • Recognize key places and terms associated with the origins of Islam. • Trace the spread of Islam in southwestern Asia and beyond. • Explain why Islam divided into Sunni and Shia and the consequences of that division. • Describe the rule of the Umayyad and Abbasid dynasties and the characteristics of their administration. • Describe Muslim achievements in science, math, art, architecture, and literature. • Explain the importance of trade in the Muslim Empire. • Describe Muslim society. • Demonstrate mastery of important knowledge and skills learned in previous lessons.
Unit 5: Regional Transitions <ul style="list-style-type: none"> • China's Tang and Song Dynasties • The Silk Road • The Mongols 	SS12.1.6 SS12.2.1 SS12.2.2 SS12.2.3 SS12.3.1 SS12.3.2 SS12.3.3 SS12.4.1 SS12.4.2 SS12.4.4 SS12.4.5 SS12.5.1 SS12.5.2 SS12.5.3 SS12.6.1 SS12.6.2 SS12.6.3	Student will: <ul style="list-style-type: none"> • Trace the development and achievements of the Tang and Song dynasties in China. • Describe the rising prosperity under the Song Dynasty. • Give examples of achievements in literature, the arts, and technology under the Tang and Song. • Explain how the Sui and Tang dynasties encouraged unity and order in China. • Assess the importance of the Silk Road in the exchange of goods and ideas. • Explain the kinds of trade that took place on the Silk Road. • Describe the Silk Road. • Describe the rise to power, reign, and influence of the Mongols under the Khans. • Identify the greatest extent of the Mongol Empire.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<ul style="list-style-type: none"> • Korea and Japan Rising • Charlemagne Forges an Empire • Life in the Middle Ages • Europe's Age of Faith • The Crusades • The Culture of the Middle Ages 	<p align="center">SS12.6.4</p>	<ul style="list-style-type: none"> • Describe Mongolia's climate, terrain, and way of life. • Explain how the Mongols under Genghis Khan gained and maintained power. • Describe Kublai Khan's reign and the Mongols' impact on history under his leadership. • Assess the importance of key individuals in history. • Describe the origins and development of Japanese society and government. • Give examples of China's influence on early Korea and Japan. • Explain how Japan's geography influenced its development. • Describe Japan's culture during the Heian period. • Identify key features of Japan's feudal system. • Demonstrate mastery of important knowledge and skills learned in previous lessons. • Recognize the political, economic, and social consequences of the fall of the Western Roman Empire. • Compare the spread of the Roman and Orthodox churches. • Identify the accomplishments and failures of the Franks and Charlemagne in unifying and influencing western Europe. • Identify key events in Charlemagne's rise to power and reign in Europe. • Identify the accomplishments and failures of Charlemagne and the Franks in unifying and influencing western Europe. • Describe key elements of Europe's feudal and manorial systems. • Describe key elements of Europe's feudal system and the reasons for it. • Describe Europe's manorial system and the lives of the people who were part of it. • Recognize the tactics the Vikings used to gain land and wealth, and their accomplishments at sea. • Explain the social, political, and economic influence of the church on medieval society and the reason for that influence. • Recognize the extent of the church's role in the everyday life of most Europeans during the Middle Ages. • Explain the political and economic influence of the church on medieval society and the reason for that influence. • Describe the church's reforms during the eleventh and twelfth centuries. • Demonstrate mastery of important knowledge and skills learned in previous lessons. • Identify major events and individuals associated with the Crusades. • Assess the direct and indirect results of the Crusades on the Holy Land and on Europe. • Explain the reason for Pope Urban II's call for war in the Holy Land. • Describe the economic and social changes that occurred in Europe during the twelfth and thirteenth centuries.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<ul style="list-style-type: none"> • The Rise of Monarchs • Crises 		<ul style="list-style-type: none"> • Explain how the literature, arts, and architecture of the High Middle Ages reflected medieval values. • Recognize the work of medieval scholars including Thomas Aquinas and Roger Bacon. • Trace the revival of learning during the High and Late Middle Ages. • Explain how the literature, art, and architecture of the High Middle Ages reflected medieval values. • Identify key events and people in the rise of England's monarchy and the limits on it, including the Magna Carta. • Explain the significance of the Magna Carta for England in the thirteenth century and for future governments. • Compare and contrast the development of monarchy in England with those in France and Spain. • Identify key events and people in the rise of England's monarchy and the limits on it. • Describe the crises that shook Europe during the fourteenth and fifteenth centuries. • Identify reasons for upheaval in the church and the church's response during the fourteenth and fifteenth centuries. • Explain why Europe was on the brink of change by 1450. • Describe the causes and effects of the Black Death.
Unit 6: Patterns of Civilization <ul style="list-style-type: none"> • West African Kingdoms • Eastern and Southern African Kingdoms • New Muslim Empires 	SS12.1.6 SS12.2.1 SS12.2.2 SS12.2.3 SS12.3.1 SS12.3.2 SS12.3.3 SS12.4.1 SS12.4.2 SS12.4.4 SS12.4.5 SS12.5.1 SS12.5.2 SS12.5.3 SS12.6.1 SS12.6.2 SS12.6.3 SS12.6.4	Student will: <ul style="list-style-type: none"> • Describe major influences, events, and individuals in the rise and fall of Ghana, Mali, and Songhai. • Explain the origins of the European slave trade in Africa. • Recognize natural and human influences on West African societies between A.D. 300 and 1000. • Identify Mansa Musa and his achievements. • Explain how trade networks influenced the development and culture of East African cities. • Describe the change in the East African slave trade after 1500. • Explain the rise and fall of Great Zimbabwe. • Identify key characteristics of African kingdoms and societies between 300 and 1500. • Demonstrate mastery of important knowledge and skills learned in previous lessons. • Demonstrate mastery of important knowledge and skills learned in this unit. • Explain the rise, achievements, and decline of the Ottoman Empire and the results of its conquest of Constantinople. • Recognize the political and cultural achievements of the Mughal Empire in India. • Explain the rise and decline of the Ottoman Empire and the results of its conquest of Constantinople. • Identify Süleyman and the achievements of the Ottoman Empire under his rule. • Describe the political and religious conflict between the Safavid Empire and the Ottoman Empire.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<ul style="list-style-type: none"> • China's Ming and Qing Dynasties • Japan's Tokugawa Shogunate • Looking Back 		<ul style="list-style-type: none"> • Explain how the Manchu of the Qing Dynasty gained and maintained control of China. • Describe the causes and results of China's isolation from the rest of the world during the sixteenth and seventeenth centuries. • Recognize the political, economic, technological, and cultural achievements of the Ming Dynasty. • Identify Zheng He and what he is known for. • Demonstrate familiarity with the organization and format of lessons in this course. • Explain Japan's feudal structure during the Tokugawa Shogunate. • Describe the causes and results of Japan's isolation during the seventeenth century. • Recognize elements of Japanese culture during the Edo period. • Demonstrate mastery of important knowledge and skills learned in previous lessons. • Assess events in history from prehistory to A.D. 1600. • Make a thematic time line. • Categorize events in history from prehistory to A.D. 1600. • Assess the relative importance of events in history.
<p>Unit 7: Changing Worlds</p> <ul style="list-style-type: none"> • The Aztec Empire • The Empire of the Inca • The Renaissance Begins in Italy • Artistic Genius • Beyond Italy 	<p>SS12.1.6 SS12.2.1 SS12.2.2 SS12.2.3 SS12.3.1 SS12.3.2 SS12.3.3 SS12.4.1 SS12.4.2 SS12.4.4 SS12.4.5 SS12.5.1 SS12.5.2 SS12.5.3 SS12.6.1 SS12.6.2 SS12.6.3 SS12.6.4</p>	<p>Student will:</p> <ul style="list-style-type: none"> • Identify major characteristics of Aztec and Inca societies, cultures, and economies. • Explain the reasons for the decline and fall of the Aztec and Inca empires. • Describe the city Teotihuacán and the later Toltec civilization. • Locate on a map the site of the Aztec capital and empire. • Identify major characteristics of Aztec society, culture, and economy. • Explain the reasons for the decline and fall of the Aztec Empire. • Identify major characteristics of Aztec and Inca societies, cultures, and economies. • Explain the reasons for the decline and fall of the Aztec and Inca empires. • Compare and contrast the Aztec and Inca empires. • Locate on a map the Andes, the empire of the Inca, and its capital. • Identify major characteristics of Inca society, culture, and economy. • Explain how the Inca were able to maintain a large and diverse empire and why it fell. • Explain the meaning of the Renaissance and why it began in Italy. • Identify major cities, people, and literary works associated with the Italian Renaissance. • Analyze an excerpt of Machiavelli's The Prince. • Recognize why the Renaissance began in Italy. • Give examples of humanism. • Identify the meaning of the term renaissance. • Identify great artists of the Italian Renaissance and their work. • Recognize the role of patrons of the arts and the major patrons of the Italian Renaissance.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<ul style="list-style-type: none"> • The Elizabethan Age 		<ul style="list-style-type: none"> • Explain the spread of Renaissance ideas to northern Europe. • Recognize major European Renaissance artists and writers outside of Italy, and their work. • Describe the Elizabethan Age and its characteristics. • Identify innovations in Renaissance music. • Explain why Renaissance ideas led to scientific advances. • Demonstrate mastery of important knowledge and skills learned in previous lessons.
<p>Semester 1 Final</p>		