

# 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	WOL-WoHiB-CR	Grade Level	10-12
Course Name	WOL-CR World History- B	# of Credits	0.5 Total
SCED Code	04051G0.5022	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#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
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). <a href="https://www.iste.org/standards/nets-for-students">https://www.iste.org/standards/nets-for-students</a>
SS12.6.4	Evaluate and integrate accurate, sufficient, and relevant information from primary and secondary sources to support writing
RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
W.9-10.9.b	b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.







<ul style="list-style-type: none"> <li>Nationalism in Europe</li> <li>The Growth of Western Democracies</li> </ul>		<ul style="list-style-type: none"> <li>Explain the role of nationalism in spurring revolutions and change in Europe in the 1800s.</li> <li>Summarize Russia's situation in the early 1800s and the reasons for it.</li> <li>Identify major leaders and accomplishments in the unifications of Italy and Germany.</li> <li>Describe the goals of the Congress of Vienna in 1815.</li> <li>Explain with examples the role of nationalism in spurring revolutions and change in Europe in the 1800s.</li> <li>Identify major leaders and their goals and accomplishments in unifying Italy in the late 1800s.</li> <li>Identify Otto von Bismarck and his goals, tactics, and long-term influence in unifying Germany and changing the map of Europe.</li> <li>Describe the steps Britain took to expand democratic principles at home and in parts of its empire during the 1800s.</li> <li>Identify major causes and results of the American Civil War.</li> <li>Explain how England avoided revolution during the 1800s and the consequences for the British monarchy.</li> <li>Describe the steps Britain took to expand democratic principles in parts of its empire.</li> <li>Recognize U.S. territorial expansion during the 1800s.</li> <li>Identify major causes, events, and results of the American Civil War.</li> </ul>
<p>Unit 3 Changing Expectations</p> <ul style="list-style-type: none"> <li>The Industrial Revolution Begins in England</li> <li>The Industrial Revolution Spreads</li> <li>Business, Labor, and a New Middle Class</li> </ul>	<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>RI.9-10.10 W.9-10.9.b W.9-10.1</p>	<p>Student will:</p> <ul style="list-style-type: none"> <li>Describe the beginning of the Industrial Revolution in England and the reasons for it.</li> <li>Identify major factors that led to the industrialization of England's textile industry.</li> <li>Explain the role of technology and innovation in the transformation of production.</li> <li>Describe the beginnings and results of the factory system.</li> <li>Identify innovations in production, transportation, communications, and business during the Industrial Revolution.</li> <li>List characteristics of the Second Industrial Revolution.</li> <li>Identify major factors that led to the industrialization of England's textile industry.</li> <li>Explain the role of technology and innovation in the transformation of production.</li> <li>Describe the beginnings and results of the factory system.</li> <li>Identify innovations in transportation and communications that advanced the Industrial Revolution.</li> <li>Describe characteristics of the Second Industrial Revolution.</li> <li>Describe the impact of the Industrial Revolution on working-class people and on the rise of the middle class.</li> <li>Identify major critics of capitalism and their beliefs and works.</li> <li>Describe major changes in the manner and quality of life as a result of the Industrial Revolution.</li> <li>Recognize business methods and organizations that emerged during the Industrial Revolution.</li> <li>Describe the impact of the Industrial Revolution on working-class people.</li> <li>Explain the rise of a middle class during the 1800s.</li> <li>Identify major critics of capitalism and their beliefs.</li> </ul>

<ul style="list-style-type: none"> <li>• New Ways of Thinking</li>   <li>• Taking Action</li>   <li>• A Rising Standard of Living</li>   <li>• European Scramble for Empire</li>   <li>• Asia Divided</li>   <li>• Non-European Nations Compete</li> </ul>		<ul style="list-style-type: none"> <li>• Analyze The Communist Manifesto for meaning.</li> <li>• Summarize Darwin's major thesis.</li>   <li>• Identify major reform movements and their accomplishments in the 1800s.</li> <li>• Describe the reasons for and results of the formation of labor unions.</li> <li>• Give examples of city renewal during the late 1800s.</li>   <li>• Explain the meaning of standard of living.</li> <li>• Identify key advances in science and medicine that improved the standard of living in the late 1800s.</li> <li>• Give examples of the new mass society of the late 1800s.</li>   <li>• Identify reasons and justifications for European imperialism in the late nineteenth century.</li> <li>• Describe the impact of imperialism on Africa and Africans.</li>   <li>• Trace the events and conditions that led to China's 1911 revolution.</li> <li>• Recognize Britain's reasons for and methods of controlling India in the nineteenth century, and India's response.</li> <li>• Describe European domination of China and the Chinese reaction to foreign control.</li> <li>• Analyze opposing views of imperialism.</li>   <li>• Recognize the arguments for and against Japanese and U.S. imperial expansion.</li> <li>• Describe Japan's response to Western attempts at imperial control there.</li> <li>• Explain Japan's quest for empire.</li> <li>• Recognize the arguments for and against U.S. imperial expansion.</li> <li>• Identify territories acquired by Japan and the United States during the late nineteenth and early twentieth centuries.</li> </ul>
<p>Unit 4 War, Revolution, and Crisis</p> <ul style="list-style-type: none"> <li>• Toward a World War</li>   <li>• The Great War</li>   <li>• The Tide Turns</li> </ul>	<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>RI.9-10.10  W.9-10.9.b  W.9-10.1</p>	<p><b>Student will:</b></p> <ul style="list-style-type: none"> <li>• Explain the long-term and immediate causes of World War I.</li> <li>• Explain with examples the causes of World War I.</li> <li>• Trace the events that led to the start of World War I.</li> <li>• Identify on a map the Western and Eastern fronts.</li> <li>• Contrast the expectations for the war across Europe with the reality of the war.</li>   <li>• Describe the kind of warfare that evolved during World War I in terms of tactics, weapons, and the role of civilians and governments.</li> <li>• Describe the nature of trench warfare and the impact of the new weapons used in World War I.</li> <li>• Describe the situation on the Eastern Front.</li> <li>• Define genocide and explain why the Armenian Massacre is considered genocide.</li> <li>• Give examples of total war, including the changing roles of civilians and governments.</li>   <li>• Recognize the human and economic costs of World War I.</li> <li>• Explain the reasons for the U.S. policy of neutrality before 1917.</li> <li>• Describe the events that led to the U.S. entry into the war on the Allied side and the results of that entry into the war.</li> <li>• Describe Woodrow Wilson's ideals and his vision for the outcome of the war as expressed in the Fourteen Points.</li> </ul>



		<ul style="list-style-type: none"> <li>• Compare and contrast communism and fascism as economic and political systems in theory and practice.</li> <li>• Describe Hitler's rise to power, his writings, and his use of anti-Semitism.</li> <li>• Identify the key tenets of fascism.</li> <li>• Recognize that militarists took control of Japan during the economic crisis.</li> </ul>
<p>Unit 5 World War II Reshapes the World</p> <ul style="list-style-type: none"> <li>• Aggression, Appeasement, and War</li>   <li>• The Allies Turn the Tide</li>   <li>• Discovering the Horror</li>   <li>• The Allied Victory</li>   <li>• Securing the Peace</li> </ul>	<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>RI.9-10.10  W.9-10.9.b  W.9-10.1</p>	<p><b>Student will:</b></p> <ul style="list-style-type: none"> <li>• Identify the major causes, events, strategies, alliances, and leaders of World War II.</li> <li>• Identify the major causes of World War II, including the results of World War I; German, Italian, and Japanese aggression; and the European and League of Nations response.</li> <li>• Trace the steps that led to the outbreak of World War II in Europe.</li> <li>• Explain the German strategy for defeating Britain and the response of Churchill and the British people.</li> <li>• Recognize the extent of Axis control in Europe, Africa, and Asia by the end of 1940.</li>   <li>• Identify the major causes, events, strategies, alliances, and leaders of World War II.</li> <li>• Explain the reasons for and results of Germany's attack on the Soviet Union and Japan's attack on the United States in 1941.</li> <li>• Identify the Battles of Midway and Stalingrad as the turning points of the war in the Pacific and Europe.</li> <li>• Trace the course of the war in Europe and Africa from 1942 through the Allied liberation of Paris.</li> <li>• Identify key political and military leaders of World War II.</li> <li>• Identify ways in which Franklin Roosevelt and the United States aided the Allies without entering the war.</li>   <li>• Recognize the meaning of the term the Holocaust.</li> <li>• Assess the consequences of the Nazi government's "Final Solution."</li> <li>• Explain the term the Holocaust.</li> <li>• Describe the Nazi government's policies toward and treatment of Jews before and during World War II.</li>   <li>• Identify the goals and outcomes of Allied postwar planning, organizations, and trials.</li> <li>• Describe the end of the war in Europe.</li> <li>• Explain the Allied strategy for reaching Japan and its cost.</li> <li>• Trace the development of the atomic bomb and the arguments for and against its use.</li> <li>• Assess the physical and human costs of the war.</li>   <li>• Identify the participants, goals, and outcomes of the Yalta and Potsdam conferences.</li> <li>• Describe the goals of the Nuremberg and Tokyo trials.</li> <li>• Summarize the founding of the United Nations, how it differed from the League of Nations, and the major principles of the Universal Declaration of Human Rights.</li> <li>• Recognize the tension that existed between the United States and its allies at the close of the war.</li> <li>• Describe the causes, policies, and characteristics of the Cold War.</li> <li>• Identify the causes and results of the Korean War.</li> </ul>

<ul style="list-style-type: none"> <li>• The Cold War Begins</li> <li>• The Cold War Spreads</li> <li>• The West in the Postwar</li> <li>• Beyond the Cold War</li> </ul>		<ul style="list-style-type: none"> <li>• Recognize major events and people of the Cold War from its beginning to its end.</li> <li>• Identify the terms Cold War, Iron Curtain, containment, and superpower.</li> <li>• Describe the causes and characteristics of the Cold War.</li> <li>• Recognize the goals of the Truman Doctrine, Marshall Plan, and Berlin Airlift as they relate to the policy of containment.</li> <li>• Recognize the purpose of NATO and the Warsaw Pact.</li> <li>• Summarize causes and results of the Korean War.</li> <li>• Recognize the origins of and reasons for the arms race including the concepts of deterrence and MAD.</li> <li>• Explain why the West did not act to stop Khrushchev's repression of revolts in Hungary and Czechoslovakia or the building of the Berlin Wall.</li> <li>• Summarize the background, events, outcomes, and key people in the Cuban Missile Crisis.</li> <li>• Identify examples of nonaligned, and first, second, and third world nations and their policies toward each other.</li> <li>• Describe the reduction in Cold War tensions known as détente.</li> <li>• Recognize the goals of the Truman Doctrine, Marshall Plan, Berlin Airlift, NATO, and the Warsaw Pact.</li> <li>• Identify characteristics of U.S. society and economy in the postwar years.</li> <li>• Summarize the inequalities in some sectors of American society and the movements to end that inequality.</li> <li>• Describe major changes in Canada in the postwar era.</li> <li>• Trace the events that led to European economic recovery, changes in the role of government, and the development of the European Union.</li> <li>• Describe the problems the Soviet Union and Soviet bloc countries faced by the 1970s.</li> <li>• Give examples of cultural and political voices against communism and their impact.</li> <li>• Explain the steps Mikhail Gorbachev took to reform the Soviet bloc and work with Ronald Reagan.</li> <li>• Trace the events that led to the fall of communism in Eastern Europe and the Soviet Union and its aftermath.</li> </ul>
<p>Unit 6 The Contemporary World</p> <ul style="list-style-type: none"> <li>• Postwar Latin America</li> <li>• Dictators in Control</li> </ul>	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><b>Student will:</b></p> <ul style="list-style-type: none"> <li>• Summarize the economic, social, and political problems and trends in Latin America during the postwar years and today.</li> <li>• Explain with examples the reasons for and results of U.S. intervention in Latin America during the Cold War era.</li> <li>• Summarize the economic, social, and political problems and trends in Latin America during the postwar years.</li> <li>• Explain the reasons for and results of U.S. intervention in Latin America during the Cold War era.</li> <li>• Give examples of U.S. interventions in Latin America.</li> <li>• Describe the changing role of the Catholic Church in Latin America in the postwar era.</li> <li>• Identify key dictators in Latin America and the consequences of their dictatorships.</li> <li>• Identify key dictators in Latin America and how they came to power.</li> <li>• Describe the economic and political consequences of dictatorships in Latin America.</li> </ul>





<ul style="list-style-type: none"> <li>• Technology, Science, and the Standard of Living</li> <li>• Finalizing the Project</li> </ul>	SS12.6.1 SS12.6.2 SS12.6.3 SS12.6.4  RI.9-10.10 W.9-10.9.b W.9-10.1	<ul style="list-style-type: none"> <li>• Describe current social challenges worldwide including issues of poverty, disease, urbanization, and human rights.</li> <li>• Explain major environmental concerns in the twenty-first century.</li> <li>• Recognize the impact of technological and scientific advancements on human lives.</li> <li>• Explain the factors used in assessing wealth with the Human Development Index.</li> <li>• Identify major worldwide trends in the standard of living in the early twenty-first century.</li> <li>• Develop a finalized version of a research-based presentation.</li> </ul>
Unit 8 Semester Review and Test		