

Course Description

This course will be covering the History of the world from the Middle Ages to World War II. Including: Middle Ages, Crusaders, Renaissance, Enlightenment, Absolute Monarchies, French Revolution, Leadership Napoleon, Exploration Age, Scientific Revolution, Industrial Revolution, World War I, and World War II. During this course students will be reviewing and applying geography skills and historical skills/terms usage throughout the different units. The impact of culture, history, government systems, geography, historical figures, economics, and the way of life of people during the time periods covered within the yearly units.

Scope and Sequence

| Timeframe | Unit | Instructional Topics |
|-----------|---|---|
| 6 Week(s) | Review Geography skills, Historical term, and Middle Ages | <ol style="list-style-type: none"> 1. Reviewing and Applying Geography Skills 2. Historical Terms/Skills/Vocabulary 3. Geography of Europe during the Middle Ages and the shaping of human culture 4. Kingdoms in Western Europe (Emperor Charlemagne) 5. The Church and its influences/European Crusades 6. Religion affected Society 7. The Magna Carta 8. The structure of the Feudal Order affected the economy benefits and disadvantages 9. Causes and Effects Famine and Plaque |
| 6 Week(s) | Renaissance, Reformation, and Enlightenment | <ol style="list-style-type: none"> 1. Start of the Renaissance in Italy and the spreading of the Renaissance 2. Renaissance Arts, Literature, and Inventions 3. Start and spreading of the Reformation 4. Catholic Reformation 5. Protestant Reformation 6. Enlightenment reason and politics 7. Enlightenment thinkers |
| 6 Week(s) | Age of Absolutism and French Revolution | <ol style="list-style-type: none"> 1. Traditions, powers, government during this time period and how the monarchies were successful and unsuccessful in meeting the needs of their people Absolute Monarchy Age 2. Absolute Monarchies and comparing and contrasting to other government systems. 3. Understand and analyze the influence of different government systems and how they are structure. Investigate how the government systems we have today were formed. 4. Comparing and contrasting the causes of the French Revolution and implications for pre-revolutionary ideas and expectations. 5. Events of the French Revolution, the Republic in France, and government systems resulting from political revolution 6. Revolution spreads throughout the world determining their enduring effects worldwide on the political expectations. 7. Spread of Nationalism and Reform analyze the reactions to revolutions in relation to future conflicts and emerging of peoples. 8. Leadership of Napoleon 9. Creation of the French Empire |
| 6 Week(s) | Age of Exploration, Science Revolution, And Industrial Revolution | <ol style="list-style-type: none"> 1. Different Trade routes and Explorers during the Exploration Age in Europe and Asia 2. Technology that developed and exploration that took place during the Exploration Age in Europe and Asia |

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|-----------|--------------|--|
| | | 3. Discoveries that were made during explorations and the impact they had on the history of the world. 4. Advances made during the Scientific Revolution impacted the world 5. Scientific Method and its impact 6. Causes of the Industrial Revolution 7. Inventions and advances of the Industrial Revolution. 8. Factory systems 9. Forming of urban areas and the new type of society 10. Effects of the Industrial Revolution |
| 30 Day(s) | World War I | |
| 30 Day(s) | World War II | |

Prerequisites

6th Grade Social Studies

Course Instructional Resources/Textbook

Discovering Our Past A History of the World

Course Details

UNIT: Review Geography skills, Historical term, and Middle Ages -- 6 Week(s)

Unit Description

-For the first part of unit one the students will be reviewing basic geography concepts and will expand on those skills. We will be applying mapping skills to understand different types of maps such as political, physical, and historical. In addition, we will define and identify historical terms and vocabulary that will be applied. These geography and historical skills/terms will be built on and applied throughout the year.
 -For the second part of unit one the students will be building an understanding and applying information over the developments that took place during the Middle Ages. We will be expanding and analyzing the ways of daily life for people during this time frame in Europe. The class will be comparing and contrasting the causes and effects of different events that took place during this time period. Students will analyze how the Middle Ages impacted future events.

Enduring Understandings/Essential Learner Outcomes

Students will be able to apply their geography skills using a vary of mapping activities.
 Students will have an understanding of historical terms/vocabulary and be able to apply those terms.
 Students will be able to locate areas in Europe and apply that information to historical context that shaped European culture.
 Students will understand and be able to apply the effects of the forming of kingdoms in western Europe during the Middle Age, with a focus on the rule of Charlemagne.
 Students will understand and analyze the causes and effects of the feudal order during the Middle Ages to understand the benefits and advantages of that social system.
 Students will understand the effect of religion and the church had on the society, economic, and geography of both Europe and Asia, and Africa because of their focus on the European crusades.
 Students will understand the effect of religion and the church had on the daily lives of people and change society.
 Students will understand how the Magna Carta changed society during the Middle Ages and the impact the document had on future societies.
 Students will analyze the causes and effects of the black plague had on Europe and Asia and how the economy was effected and future society learned about disease control.

Academic Vocabulary

-Evaluate, Identify, Investigating, Inquiry, Develop, Analyze, Explain, Impact
 -Historical, Geography, Culture, Society, Economic, Artifacts, Primary sources, Secondary sources, Crusades, Black Death, Feudal, Magna Carta, Kingdoms, Church, Maps, Peasant, Lords, Knights, Monarchy, Church, Vernacular, Plague, Grand Jury, Trial Jury, Cooperate, Accurate Maps, Theology, Scholasticism, Anti-Semitism, Missionary, Emperor, Guilds. Feudalism, Vassal, Authority, Heresy, Chivalry

TOPIC: Reviewing and Applying Geography Skills -- 2 Day(s)**Description**

Students will be analyzing timelines through timeline activities
 Students will be applying map practicing skills
 Students will be researching a locations throughout the world.

Academic Vocabulary (What terms will students need to know?)

Geography, Defining Different Types of Maps

Learning Targets

Students will be able to apply their geography skills using a vary of mapping activities.

Assessment: Quiz

Benchmark Assessment

KCU.GEOG.6-
8.T2S1.A

KCU.GEOG.6-
8.T2S5.A

KCU.GEOG.6-
8.T2S5.C

TOPIC: Historical Terms/Skills/Vocabulary -- 3 Day(s)**Description**

Student will be defining and applying historical terms.
 Students will be able to differentiate between primary and secondary sources through resources.
 Students will be identify how timelines are used.
 Students will be creating and applying Fan and Pick and mapping review when preparing for the quizzes.

Academic Vocabulary (What terms will students need to know?)

Historical, Culture, Primary Source, Secondary Source, Artifact, Economic

Learning Targets

Students will be analyzing and applying historical terms and skills.

Assessment: Quiz

Benchmark Assessments

DT.WH.6-8.T1S1.B

DT.WH.6-8.T1S5.A

DT.WH.9-
12.T1S1.A

TOPIC: Geography of Europe during the Middle Ages and the shaping of human culture -- 3 Day(s)**Description**

Students will discover background knowledge of the Middle Ages
 Student will be map of Europe during the Middle Ages and current
 Student will form an understanding the shape of Middle Ages geography and how this formed
 Students will be defining locations of areas during the Middle Ages
 Students will be analyzing reading material that express the landscape during the Middle Ages, including society, religion, and the economy.

Academic Vocabulary (What terms will students need to know?)

Europe, Maps, Location, Culture, Middle Ages, Historical, Geography, Countries, Feudalism

Learning Targets

Students will be able to compare the geography of Europe during the Middle Ages to the geography of modern Europe.
 Students will be to apply that information to historical context that shaped European culture.

DT.GEOG.6-
8.T1S2.A

TOPIC: Kingdoms in Western Europe (Emperor Charlemagne) -- 4 Day(s)

Description

Students will be mapping out the growth of kingdoms
 Students will comparing and contrasting readings over development of kingdoms
 Students will be analyzing and breaking down statements from Charlemagne
 Students will be comparing and contrasting positives and negatives parts of Charlemagne rule
 Students will be identifying the building a kingdom, how would you have built your kingdom during the Middle Ages. Students analyze what makes a kingdom successful.
 Students will be reading and applying information about the different kingdoms including the Franks, Vikings, and Holy Roman Empire
 Students will be identifying the rule of Charlemagne within a DI Lesson over Charlemagne (See below attachments) (researching, writing, and creating a writing piece)

Academic Vocabulary (What terms will students need to know?)

Middle Ages, Kingdom, Ruler, Charlemagne, Western, Emperor

Learning Targets

Students will be identifying the impact of Charlemagne on his kingdom and history.

Assessment: Creating a writing piece

Quiz

DT.WH.6-8.T1S1.B DT.WH.6-8.T1S1.C DT.WH.6-8.T1S1.D

Students will identify and be able to recognize the effects of the forming of kingdoms in western Europe.

Assessment: Quiz

DT.GEOG.6-8.T1S2.A DT.WH.6-8.T1S3.B

TOPIC: The Church and its influences/European Crusades -- 4 Day(s)

Description

Students will have an understanding the authority and organization of the church
 Students will identifying and applying the causes and effects of the Crusades through reading, researching, and activities.
 Students will be creating a map out the different crusades and apply their effects.
 Students will be creating a motivation speech as a leader of the Crusades to identify the reasons for the crusades.
 Students will be analyzing information to form an opinion paper to either support or stop the Crusades.

Academic Vocabulary (What terms will students need to know?)

Religion, Churches, Society, Economic, Geography, Europe, Asia, Africa, Crusades, Cooperate, Accurate Maps, Economy, Missionaries, Concordat

Learning Targets

Students will identify the location of the different crusades and the influences the conflicts had on the geography and culture in those areas.

Assessment: Map skills

Quiz

DT.GEOG.6-8.T1S1.B DT.GEOG.6-8.T1S1.E DT.GEOG.6-8.T1S3.A

Student will recognize the causes and effects of the crusades and the religions motivations.

Assessment: Research Compare and Contrast

Quiz

DT.WH.6-8.T1S1.E DT.WH.6-8.T1S3.B

Students will identify how the church recruit fighters for the crusades,

Assessment: Speech

Research

DT.WH.6-8.T1S1.D DT.WH.6-8.T1S1.E KCU.WH.6-8.T4S1.B KCU.WH.6-8.T4S4.A

TOPIC: Religion affected Society -- 4 Day(s)

Description

Students will be creating an outline of how the church influence daily lives.
 Students will be analyzing readings over the guidance the church provided for society.
 Students will identify through research how did people support their church.
 Students will recognize structures that were created for the purpose of religion.
 Student will have an understanding the power of the church within society.
 Students will analyze the Hundred Years' War.
 Students will be analyze the effects of Joan of Arc actions.

Academic Vocabulary (What terms will students need to know?)

Religion, Church, Society, Authority, Heresy, Anti-Semitism, Vernacular, Theology, Scholasticism

Learning Targets

Students will analyze the influence of the church on society during the Middle Ages and how that is passed down throughout history.

Assessment: Exit Slips

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| DT.WH.9- | KCU.GEOG.6- |
| 12.T1S1.B | 8.T2S5.D |

TOPIC: The Magna Carta -- 3 Day(s)

Description

Students will understanding the causes and effects of the Magna Carta
 Students will be comparing and contrasting the Magna Carta to the Bill of Rights
 Students will be applying, researching, and creating a writing piece over the Magna Carta (DI Lesson)

Academic Vocabulary (What terms will students need to know?)

Magna Carta, Law, Kingdoms, King, Lords, Knights, Lords, Church, Society, Grand Jury, Trial Jury, Monarchy

Learning Targets

Students will be understanding and analyzing how the Magna Carta changed society during the Middle Ages and the the impact the document had on future societies.

Assessment: Exit slip

Activities

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| DT.WH.6-8.T1S2.A | KCU.WH.6- |
| | 8.T4S2.B |

TOPIC: The structure of the Feudal Order affected the economy benefits and disadvantages -- 4 Day(s)**Description**

Student will be developing an understanding of the Feudal Order
 Students will be comparing and contrasting the Feudal Order to other Social Systems
 Students will be comparing and contrasting the different roles within the Feudal Order.
 Students will analyze the effects the Feudal Order had the economy during the Middle Ages
 Students will be identifying the different roles within the Feudal Order by researching a role and creating a writing piece (DI Lesson)

Academic Vocabulary (What terms will students need to know?)

Feudalism, Vassal, Peasants, Military, Fief, Knights, Chivalry, Serfs, Guilds, Society, Economy

Learning Targets

Students will understand and analyze the causes and effects of the feudal order during the Middle Ages to understand the benefits and disadvantages of that social system and economy

Assessment: Activity/Assignment

DT.WH.6-8.T1S4.A DT.WH.6-8.T1S5.B

DT.WH.9-
12.T1S2.C

DT.WH.9-
12.T1S5.B

TOPIC: Causes and Effects Famine and Plague -- 3 Day(s)**Description**

Students will identifying the causes and effects of plague then and now
 Students will form an understanding of how the development of the trade routes led to the spread of the Black Death
 Students will be mapping out the spread of the Black Death
 Students will be contrasting and comparing the Black Death and the way society handled the disease to major disease control now.

Academic Vocabulary (What terms will students need to know?)

Plague, Black Death, Trade Routes, Economy

Learning Targets**UNIT: Renaissance, Reformation, and Enlightenment** -- 6 Week(s)**Unit Description**

Within this unit, students will be understanding and applying information over the developments that took place during the Renaissance. We will be identifying and analyzing all the different areas of advances during this time period and the impact they had on history. The class will be comparing the causes and effects of different events that took place during this time period. Students will analyze how the Renaissance spread and impacted future events and current society. Students will be able to explain the different reforms that took place within in the church creating new religions and how that effect the Catholic church, along with the history of religion. The students will develop an understanding of the different Enlightenment thinkers and how their ideas created new ways of thinking throughout the world.

Enduring Understandings/Essential Learner Outcomes

-Students will understand and be able to apply the effects of the start and the spread of the Renaissance in Italy at the time in history, and the impacts that can still be seen today.
 Students will analyze the Renaissance arts, literature, and inventions, along with the influences that can still be seen from these items and ideas today.
 Students will understand and be able to apply the causes and effects of the start and spread of the Reformation and the impact that can still be seen today.
 Students will analyze how the Catholic Reformation effected society then and now.
 Students will analyze how the Protestant Reformation effected society then and now.
 Students will investigate how the time of Enlightenment reason and politics change the view and practices of society then and now.
 Students will understand and be able to apply the effects of the Enlightenment Philosophers.

7-Social Studies (2016)

Wright City R-II
Social Studies
Grade 7, Duration 1 Year, 1 Credit
Required Course

Academic Vocabulary

Renaissance , Rural, Urban, Mercenary, Secular, Rebirth, City-State, Currency, Diplomacy, Conflict, Cause, Effect, Economics, Geography, Government
Humanism, Artist, Scholars, Literature, Inventions, Society, Perspective, Theaters
Reformation, Church, Politics, Religion, Indulgences, Annual, Predestination, Impose, Restored
Catholic Reform, Seminary, Pope, Saint, Inquisition, Heresy, Unify, Influential
Enlightenment, Absolutism, Revolution, Constitutional Monarchy, Social Contract, Separation of Powers, Reasons, Politics, Beliefs, Philosophes, Monarchies

TOPIC: Start of the Renaissance in Italy and the spreading of the Renaissance -- 3 Day(s)

Description

- Show down and Show me with terms over both the Renaissance and Reformation
- Mile a minute with terms from both Renaissance and Reformation
- Creating a map over the spread of the Renaissance
- Nothing what they have learned over both the start and the spread of the Renaissance
- Creating a chart the weighs the reasons why the Renaissance started in Rome and why it was the most likely place in Europe for the Renaissance to start.
- Understand the movement of people.
- Researching and Creating a writing piece over Machiavelli (DI Lesson)

Academic Vocabulary (What terms will students need to know?)

Renaissance , Rural, Urban, Mercenary, Secular, Rebirth, City-State, Currency, Diplomacy, Conflict, Cause, Effect, Economics, Geography Government

Learning Targets

-Students will understand and be able to apply the effects of the start and the spread of the Renaissance in Italy at the time in history, and the impacts that can still be seen today.

Assessment: Exit Slips
Assignments
Quiz

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| DT.WH.6-8.T1S3.B | DT.WH.9-12.T1S1.B | KCU.WH.9-12.T2S1.C |
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TOPIC: Renaissance Arts, Literature, and Inventions -- 7 Day(s)

Description

- Research artists and creating a writing piece over that information (DI Lesson)
- Timeline of major effects during the Renaissances
- Sharing information about your artist activity
- Invention Causes and Effects
- Researching the impact of William Shakespeare
- Researching and creating a project and paper over a topic of their choice and presenting

Academic Vocabulary (What terms will students need to know?)

Humanism, Artist, Scholars, Literature, Inventions, Society, Perspective, Theaters, Conflict, Cause, Effect, Economics, Geography, Government

Learning Targets

Students will analyze the Renaissance arts, literature, and inventions, along with the influences that can still be seen from these items and ideas today

Assessment: Performance Event Research paper and project
Quiz
Exit Slip

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| DT.WH.9-12.T1S1.A | DT.WH.9-12.T1S1.C | DT.WH.9-12.T1S3.B |
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TOPIC: Start and spreading of the Reformation -- 5 Day(s)

Description

Causes and Effects of Reformation
 The ideas of Reformation Spreading
 The reaching and creating a writing piece over one of the Reformation and sharing that information discovered with each other (DI Lesson)
 Comparing and Contrasting the different Reformations

Academic Vocabulary (What terms will students need to know?)

Reformation, Church, Politics, Religion, Indulgences, Annual, Predestination, Impose, Restored

Learning Targets

Students will understand and be able to apply the causes and effects of the start and spread of the Reformation and the impact that can still be seen today.

Assessment: Quiz

Assignment
 Exit Slip

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| DT.WH.6-8.T1S1.D | KCU.A.6-8 AH.T3S3 | KCU.WH.6- 8.T2S5.C |
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TOPIC: Catholic Reformation -- 3 Day(s)

Description

Students will be researching reasons why people left the the Catholic Church, including what indulgences where
 Students will be understanding how the Catholic Church work to reform and grow.
 Students will be applying the cause and effects of the Catholic reformation and understand how the church work to get followers back.

Academic Vocabulary (What terms will students need to know?)

Reformation, Church, Politics, Religion, Indulgences, Annual, Predestination, Impose, Restored
 Catholic Reform, Seminary, Pope, Saint, Inquisition, Heresy, Unify, Influential

Learning Targets

Students will analyze how the Catholic Reformation effected society then and now.

Assessment: Assignments

Exit Slip

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| DT.WH.9- 12.T1S2.B | DT.WH.9- 12.T1S2.C |
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TOPIC: Protestant Reformation -- 4 Day(s)

Description

Causes and Effects of the Protestant Reformation
 Understand the history of Martin Luther and the Luther Reformation
 Analyze the forming of a new church and religion
 Connecting the conflict involved in the reform and creation of a new church by analyzing the Reformation in England

Academic Vocabulary (What terms will students need to know?)

Reformation, Church, Politics, Religion, Indulgences, Annual, Predestination, Impose, Restored

Learning Targets

Students will analyze how the Protestant Reformation effected society then and now.

Assessment: Exit Slip

Assignments
 Research

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| DT.AH.9-12.T1S2.C | DT.GEOG.6- 8.T1S1.B |
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TOPIC: Enlightenment reason and politics -- 4 Day(s)**Description**

Causes and Effects of the Enlightenment
Enlightenment ideas and how they applied to government
Understanding the different types of Enlightenment ideas and how they influence society

Academic Vocabulary (What terms will students need to know?)

Enlightenment, Absolutism, Revolution, Constitutional Monarchy, Social Contract, Separation of Powers, Reasons, Politics, Beliefs, Philosophes, Monarchies

Learning Targets

Students will investigate how the time of Enlightenment reason and politics change the view and practices of society then and now.

Assessment: Exit Slip
Research

DT.WH.6-8.T1S5.B DT.WH.9-
12.T1S1.E

TOPIC: Enlightenment thinkers -- 4 Day(s)**Description**

Researching and creating a writing piece over a Enlightenment thinkers
Sharing information about Enlightenment thinkers
Comparing and Contrasting Enlightenment thinkers

Academic Vocabulary (What terms will students need to know?)

Enlightenment, Absolutism, Revolution, Constitutional Monarchy, Social Contract, Separation of Powers, Reasons, Politics, Beliefs, Philosophes, Monarchies

Learning Targets

Students will understand and be able to apply the effects of the Enlightenment Philosophers.

Assessment: Exit Slip
Assignment
Presentation

DT.WH.6-8.T1S1.B DT.WH.9- DT.WH.9-
12.T1S1.B 12.T1S5.B

UNIT: Age of Absolutism and French Revolution -- 6 Week(s)**Unit Description**

Within this unit, students will be understanding and applying the information over the causes and effects of the reign of Absolute Monarchies. The class will be explaining and applying the impacts these rulers had on events in history. Students will be comparing and contrasting different types of governments to absolute monarchies. The students will be understanding and applying the causes and effects of the French Revolution and the reign of Napoleon. The class will be making the connects of how different events can lead to much change. We will look at the negative and positive points of Napoleon's reign. Students will analyze how the French Revolution impacted history and caused the idea of revolution to spread throughout the world.

Enduring Understandings/Essential Learner Outcomes

Students will understand and be able to apply the different traditions, powers, government during the Absolute Monarchy Age. Students will be comparing and contrasting the differences between different types of governments and absolute monarchies. Students will be able to analyze and apply the causes of the French Revolution. Student will understand the causes and effects of the Republic of France. Students will investigate and apply how the ideas of revolution spreads throughout the world, causing people to take action. Students will analyze and draw conclusions of the spreading of the ideas and concepts of nationalism and reform. Students will identify and apply the reign and leadership of Napoleon and its effects. Students connect the causes and be able to apply the creation and forming of the French Empire.

Academic Vocabulary

Absolute Monarchies, Divine Right, Civil War, Parliament, Limited Monarchy, Constitutional Monarchies
Communism, Dictatorship, Socialism, Democracy

7-Social Studies (2016)

Wright City R-II
Social Studies
Grade 7, Duration 1 Year, 1 Credit
Required Course

Revolution, Nationalism, Reform, Estates, Bourgeoisie, Widespread, National Assembly, Republic, Enlightenment ideas, Radical, Convention, Guillotine, Reign, Politics, Bankruptcy, Directory, Coup d'etat, First Consul, Napoleon Code, Empire, Congress, Colonies, Overseas, Unity, Stability, Abolitionism, Guerrilla Warfare, Kaiser, Self-Rule, Expansion, Independence, Eventually

TOPIC: Traditions, powers, government during this time period and how the monarchies were successful and unsuccessful in meeting the needs of their people Absolute Monarchy Age -- 5 Day(s)

Description

Researching and Noting information over the different monarchies
Myth of the man in the iron mask pulling evidence to support your option
Vocabulary activities including mile a minute and taboo
DI lesson over monarchies (museum)

Academic Vocabulary (What terms will students need to know?)

Absolute Monarchies, Divine Right, Civil War, Parliament, Limited Monarchy, Constitutional Monarchies

Learning Targets

TOPIC: Absolute Monarchies and comparing and contrasting to other government systems. -- 3 Day(s)

Learning Targets

TOPIC: Understand and analyze the influence of different government systems and how they are structure. Investigate how the government systems we have today were formed. -- 3 Day(s)

Learning Targets

TOPIC: Comparing and contrasting the causes of the French Revolution and implications for pre-revolutionary ideas and expectations. -- 4 Day(s)

Learning Targets

TOPIC: Events of the French Revolution, the Republic in France, and government systems resulting from political revolution -- 5 Day(s)

Learning Targets

TOPIC: Revolution spreads throughout the world determining their enduring effects worldwide on the political expectations. -- 3 Day(s)

Description

Learning Targets

TOPIC: Spread of Nationalism and Reform analyze the reactions to revolutions in relation to future conflicts and emerging of peoples. -- 3 Day(s)

Learning Targets

TOPIC: Leadership of Napoleon -- 2 Day(s)

Learning Targets

TOPIC: Creation of the French Empire -- 2 Day(s)

Learning Targets

UNIT: Age of Exploration, Science Revolution, And Industrial Revolution -- 6 Week(s)

Unit Description

Within this unit, students will be understanding and applying the information over the causes and effects of the Exploration Age on the history of the world. We will be explaining and applying the impacts of these voyages on both the people that discovered new land and the people of the land that was discovered by Europeans. Students will be analyze the Scientific Revolution and the changes that were brought about for the world due to the ideas during that time period. The class will be looking at all the causes that led to the Industrial Revolution. Students will be able to make the connections of how the different events led to all the

changes that took place during the Industrial Revolution and effects that took place in society.

Enduring Understandings/Essential Learner Outcomes

I will be able to identify and apply the impact of the different trade routes during the Exploration Age in Europe and Asia.

I will understand and apply the technology that developed and exploration that took place during the Exploration Age in Europe and Asia.

I will analyze and apply the discoveries that were made during explorations and the impact they had on the history of the world.

I will understand and apply how the advances made during the Scientific Revolution impacted the world during that time period and how it laid the groundwork for modern science.

I will understand and analyze the creation of the Scientific Method and its impact.

I will understand and analyze the causes and effects of the Industrial Revolution.

I will be able to identify and apply the inventions and advances of the Industrial Revolution.

I will understand and be able to apply the impact of the factory system.

I will be able to analyze the movement that formed more urban areas and the new type of society.

Academic Vocabulary

Caravel

Cartography

Circumnavigate

Conquistador

Dead Reckoning

Epidemic

Expedition

Fathom

Landfall

Navigate

Overseas

Obtained

Allies

Smallpox

Ambush

Hostage

Global

Plantation

Cash Crop

Resources

Voyages

Mercantilism

Commerce

Entrepreneur

Transformed

Theory

Geocentric

Gravity

Scientific Method

Heliocentric

Elements

Ellipses

Rationalism

Expanded Knowledge

Generations

Industrialism

Corporation

Designed

Rural

Urbanization

Labor Union

Liberalism

Socialism

Proletariat
Utilitarianism
Factory
Inventions
Child Labor
Tenements
Enclosure

TOPIC: Different Trade routes and Explorers during the Exploration Age in Europe and Asia -- 4 Day(s)

Description

Identify and apply the impact of the different trade routes and explorers during the Exploration Age in Europe and Asia.

Learning Targets

TOPIC: Technology that developed and exploration that took place during the Exploration Age in Europe and Asia -- 4 Day(s)

Description

Understand and apply the technology that developed and exploration that took place during the Exploration Age in Europe and Asia

Learning Targets

TOPIC: Discoveries that were made during explorations and the impact they had on the history of the world. -- 3 Day(s)

Description

Analyze and apply the discoveries that were made during explorations and the impact they had on the history of the world.

Learning Targets

TOPIC: Advances made during the Scientific Revolution impacted the world -- 3 Day(s)

Description

Understand and apply how the advances made during the Scientific Revolution impacted the world during that time period and how it laid the groundwork for modern science

Learning Targets

TOPIC: Scientific Method and its impact -- 1 Day(s)

Description

Understand and analyze the creation of the Scientific Method and its impact

Learning Targets

TOPIC: Causes of the Industrial Revolution -- 2 Day(s)

Description

Understand and analyze the causes and effects of the Industrial Revolution

Learning Targets

TOPIC: Inventions and advances of the Industrial Revolution. -- 5 Day(s)

Description

Identify and apply the inventions and advances of the Industrial Revolution.

Learning Targets

TOPIC: Factory systems -- 3 Day(s)

Description

Understand and be able to apply the impact of the factory system

Learning Targets

TOPIC: Forming of urban areas and the new type of society -- 2 Day(s)**Description**

Analyze the movement that formed more urban areas and the new type of society

Learning Targets

TOPIC: Effects of the Industrial Revolution -- 3 Day(s)**Description**

Understand and analyze the effects of the Industrial Revolution

Learning Targets**UNIT: World War I** -- 30 Day(s)**Unit Description**

Within this unit, students will be understanding and applying the information over the causes and effects of the World War I and its aftermath. We will be explaining and applying the impact of the events leading up to war breaking out and how total war affected the people of the Central powers, Allied powers, and the world. Students will assess how this war was different than any other before it. Students will be analyzing the aftermath of World War I and the changes that were brought about in world history due to this conflict and its outcome. Students will be able to make the connections of how the causes and effects of World War I impacted world history.

Enduring Understandings/Essential Learner Outcomes

- I will be able to identify and understand the causes of World War I.
- I will understand and apply the meaning of nationalism, propaganda, and militarism and how that caused the buildup to World War I.
- I will be able to understand the creating and appliance of the military alliances that were part of World War I.
- I will be able to analyze how the war breaks out and spreads throughout Europe and the rest of the world.
- I will understand and analyze the different weapons that were created and used during World War I and how these weapons affected the total loss during the war.
- I will analyze the troubles and reactions taking place in individual countries due to the World War.
- I will understand and analyze the causes and effects of total war and what it means for the people of a country that are involved in total war.
- I will be able to identify and understand the reasons for and the impact the Americans entering World War I had on the outcome.
- I will be able to analyze the way the powers were able to reach peace and the aftermath of the war.
- I will understand the changes that took place both in Europe and throughout the world due to the effects of World War I.

UNIT: World War II -- 30 Day(s)**Unit Description**

Within this unit, students will be understanding and applying the information over the causes and effects of the World War II and its aftermath. We will be explaining and applying how the impact of the events after World War I and how the dictators of Europe led to the breakout of World War II. The class will have an understanding and be analyzing of how events that took place during World War II change the history of the world. Students will understand the aftermath of World War II and the marks it left on history. Students will be able to make the connections of how the causes and effects of World War II impacted our world today.

Enduring Understandings/Essential Learner Outcomes

- I will be able to identify and understand the causes of World War II.
- I will be able to understand the impact of the economic troubles of post World War I Europe.
- I will understand and apply the meaning of propaganda and total war and how it impacted World War II.
- I will be able to understand the rise of dictators in Europe and Asia and the impacted it had. .
- I will be able to analyze how the German aggression leads to World War II
- I will understand and analyze the different events taking place during the war on both the Western and Eastern front.
- I will analyze the causes and effects of the attack of Pearl Harbor.
- I will understand and analyze the events taking place during World War II in the Pacific. .
- I will be able to identify and understand the events that took place and the effects of the Holocaust..
- I will be able to understand the reason for the atomic bomb attack and the effects of that attack.

7-Social Studies (2016)

Wright City R-II
Social Studies
Grade 7, Duration 1 Year, 1 Credit
Required Course

- I will understand the impact of the World War II on the history of the world on both a small and large scale.