

Course Title: Ancient World History - 7

Time Allotment: 3 weeks

Topic/Concept: Geography and History Chapter 1

Unit Sequence: 1

Major Concepts to be learned:

1. Understand how geography influences and shapes history
2. Understand the five themes of geography and how they help to explain what a place is like
3. Understand how physical systems have influenced civilization
4. Understand how the study of archaeology provides important facts about ancient cultures
5. Understand changes that take place on the earth's surface

Expected Skills to be demonstrated:

1. List specific ways that climate, landforms and natural resources influenced or changed a historical event
2. Application of 5 themes - Given a specific place, describe how the theme of location, place, human environmental interaction, movement and regions can be applied to that place
3. Identify how longitude and latitude effect climate
4. describe the 3 major climate zones and their latitude
5. Identify the importance of the Rosetta stone
6. list things that are considered artifacts
7. Explain 4 ways that archaeologist date artifacts
8. Describe carbon 14 dating
9. Identify and explain plate tectonics, earthquakes, volcanoes, continental drift, and erosion

PA Standards/Anchors:

Eligible Content:

7.4A 7.1 A, B 7.2 A, B 8.4 B 7.2 B	<ul style="list-style-type: none">• Impact of physical systems such as landforms, waterways, climate and natural resources• 5 themes of geography, geographic tools, location of places and regions• Physical systems and properties, Identify landforms, climate zones, oceans, river systems, latitude and longitude• Identify important artifacts such as the Rosetta stone/describe carbon 14 dating and prehistoric ages• Describe plate tectonics, earthquakes, volcanoes, continental drift and erosion
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Instructional Strategies:

Assessments:

Coooperative groups Group discussion Research Hands-on activity Note Taking Charting Evaluating Application of prior knowledge	Problem solving activities Performance task Written work Role Play Graphic organizers Summarizing Specific Reading	<ul style="list-style-type: none">• Quizzes and chapter test• Homework and reading guide questions• Classroom projects, writing assignments• Maps and charts• Class projects
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Course Title: Ancient World History - 7

Topic/Concept: Chapter 2 Prehistoric People

Time Allotment: 1 week

Unit Sequence: 2

Major Concepts to be learned:

1. Understand how Prehistoric people lived in the old and new stone age
2. Identify the advancements made by Neanderthal and Cromagnon man
3. Understand how people learned to control thier environment
4. Understand the significance of the Neolithic Revolution

Expected Skills to be demonstrated:

1. Explain how discoveries such as fire, clothing, language and tools helped man to survive.
2. Describe how early man lived by hunting and gathering
3. Compare and contrast the tools and weapons of Neanderthal and Cromagnon man.
4. Analyze a cave drawing, explaining what the picture reveals about pre-historic man.
5. Identify cause and effect between the discovery of farming and herding and the development of farming villages.
6. Write a step by step sequence of how a civilization is formed

PA Standards/Anchors:

Eligible Content:

8.1 A
8.4 A and B
8.4 C

- Patterns of continuity and change, discovery of fire, clothing and development of tools
- Neanderthal and Cromagnon man
- New tools created by early people, cave paintings, Neolithic Revolution, specialization, civilization

Instructional Strategies:

Assessments:

Coooperative groups	Problem solving activities
Group discussion	Performance task
Written work	Role Play
Note Taking	Graphic organizers
Charting	Summarizing
Evaluating	Simulations

- Chapter test
- Notebooks
- Group projects
- Homework

Course Title: Ancient World History - 7

Topic/Concept: Mesopotamia Chapter 3

Time Allotment: 2 weeks

Unit Sequence: 3

Major Concepts to be learned:

1. Understand how the physical geography of Mesopotamia influenced the development of civilization in the Middle East
2. Understand the daily life and culture of Sumerian Society
3. Understand the importance of law and government in civilization
4. Understand and appreciate the many contributions from Mesopotamia to future civilizations

Expected Skills to be demonstrated:

1. Read and interpret maps and charts, draw a map of the middle east
2. Explain why people settled in the Tigris and Euphrates river valley and how they used irrigation to control their environment
3. Analyze a selection of laws from the code of Hammurabi
4. Compare the code of Hammurabi to modern laws
5. Identify 5 major inventions made by the Sumerians
6. Read the story of Gilgamesh to understand the role of priest kings
7. Explain how the development of writing was essential in keeping business records

PA Standards/Anchors:

Eligible Content:

7.4A 8.4 B, C 8.1 B, C, D 8.4 A	<ul style="list-style-type: none">• Interaction between people and places• Impact of physical systems on people the Tigris and Euphrates river valley and irrigation systems• Influence of continuity and change culture, education, beginning of writing systems cuneiform writing• Contributions of individuals, Hammurabi's code of law Historical documents, primary source readings from translated cuneiform documents• Contributions of groups inventions and new ideas from the Sumerian Civilization of Mesopotamia
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Instructional Strategies:

Assessments:

Coooperative groups Group discussion Research Role Play Note Taking Summarizing Specific Reading	Problem solving activities Performance task Written work Oral presentation Graphic organizers Evaluating Perform plays, simulations	<ul style="list-style-type: none">• Chapter test• Writing assignments• Oral presentations• Group projects
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Course Title: Ancient World History - 7

Topic/Concept: Egypt Chapter 4

Time Allotment: 3 weeks

Unit Sequence: 4

Major Concepts to be learned:

1. Describe the geography of the Nile River Valley
2. Understand the Characteristics of the Old, Middle and New Kingdom periods of Egyptian History
3. Explain the Empire period of expansion
4. Understand the causes for the decline of Egypt
5. Appreciate the cultural contributions of ancient Egypt

Expected Skills to be demonstrated:

1. Draw a map of Egypt and label important historical sites
2. Identify how Egypt used irrigation to produce a surplus of food
3. Make a chart of the Old, Middle and New Kingdom Periods.
4. Identify 3 characteristics of each period
5. Describe 10 steps in the pyramid building process
6. Describe the mumification process
7. identify Osiris, anubis, and ra and describe their role in Egyptian
8. Explain how trade and warfare made Egypt rich and powerful
9. list some of the products Egypt traded
10. List the 4 things that caused Egypt to decline
11. describe the power struggle between Pharaoh and his officials
12. Describe at least 5 contributions made by the Egyptians that had lasting effects on history

PA Standards/Anchors:

Eligible Content:

7.2 A	7.3 D	<ul style="list-style-type: none">• Impact of physical systems on people, the Nile River Valley• Understand chronological thinking, time lines• Historic sites and artifacts, pyramids and religious beliefs• Egyptian expansion into Syria and Palestine made Egypt rich and powerful in the ancient world• Cause and effect• Power struggle between Pharaoh and government officials cause decline• Egypt makes many contributions in medicine, architecture and mathematics
7.4 A	8.1 A	
8.4 B	8.1 C	
8.4 D	8.4 A and B	

Instructional Strategies:

Assessments:

Coooperative groups Group discussion Role Play Note Taking Charting Evaluating Plays, simulations, primary source readings	Problem solving activities Research Oral presentation Graphic organizers Summarizing Specific Reading	<ul style="list-style-type: none">• Chapter tests• Projects• Group projects• Drawing and labeling maps
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Course Title: Ancient World History - 7

Topic/Concept: Chapter 5 section 1 Indus River Valley

Time Allotment: 1 weeks

Unit Sequence: 5

Major Concepts to be learned:

1. Understand how the geography of the Indus River valley of ancient India influenced the early Indus Civilization
2. Explain how the ruins of the ancient cities of Harappa and Mohenjo daro give evidence of a planned advanced community
3. Analyze reasons why the Indus River Valley Civilization ended

Expected Skills to be demonstrated:

1. Interpret maps of physical geography
2. Identify landforms, rivers and geographical features
3. Make conclusions about effects of geography on people. Use computers to research ancient artifacts, watch a virtual tour of ancient Indus river valley ruins.
4. Evaluate the evidence for an advanced civilization and make conclusions. Read and analyze several historical perspectives on the reason for the decline of the Indus Valley people.
5. Make a summary of viewpoints and determine which perspective is most believable.

PA Standards/Anchors:

Eligible Content:

7.4A 8.4B 8.1B 8.1B	<ul style="list-style-type: none">• Impact of physical systems on people and how people adjust and modify systems such as flood control• Historical Comprehension of visual evidence• Artifacts and Historical Places• Historical comprehension of multiple historical perspectives
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Instructional Strategies:

Assessments:

Cooperative groups Group discussion Research Hands-on activity Graphic organizers Evaluating Computer research	Problem solving activities Performance task Written work Note Taking Summarizing Specific Reading	<ul style="list-style-type: none">• Tests• Group projects• Maps and charts/draw and interpret• Homework• Writing assignments
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Course Title: Ancient World History - 7

Topic/Concept: Chapter 5 Huang Ho Valley - Ancient China

Time Allotment: 1 week

Unit Sequence: 6

Major Concepts to be learned:

1. Understand how the geography of the Huang Ho valley influenced the development of civilization in the valley
2. Understand how early Chinese civilization was influenced by religious beliefs and respect for ancestors
3. Understand how the decline of the Shang dynasty was due to class conflict
4. Understand the lasting influence and contributions made by ancient china

Expected Skills to be demonstrated:

1. Identify geographic features and summarize how they influence lives of people.
2. Evaluate the damage and suffering caused by periodic flooding of the Yellow River
3. Explain how Chinese used Oracle bones in thier early religious systems.
4. Compare the religious belief of ancestor worship and summarize how it impacted daily family life.
5. Make a list of greivances that a peasant would have against the nobiltiy and draw conclusions as to how class differences caused conflict and decline of the Shang dynasty.
6. Identify and list the many inventions and ideas that the Chinese contributed to civilization.
7. Evaluate their importance in history.

PA Standards/Anchors:

Eligible Content:

7.4A8.4C 8.4 D8.4 A	<ul style="list-style-type: none">• Impact of physical systems on people• Continuity and Change• Impact of belief systems and religion• Conflict and cooperation among groups• Lasting influence of contributions of groups
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Instructional Strategies:

Assessments:

Coooperative groups Group discussion Written work Graphic organizers Evaluating	Problem solving activities Performance task Note Taking Summarizing Specific Reading	<ul style="list-style-type: none">• Tests• Group projects• Writting assignments• Posters and charts• Homework
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Course Title: Ancient World History - 7

Topic/Concept: Chapter 6 section 1 Phoenicians

Time Allotment: 1 week

Unit Sequence: 7

Major Concepts to be learned:

1. Understand how geography influenced the sea culture of the Phoenicians
2. Identify innovations the Phoenicians made that contributed to their success as sea merchants
3. Evaluate the influence of the spread of the alphabet by the Phoenicians

Expected Skills to be demonstrated:

1. Explain how the geography of the land caused the Phoenicians to turn to the sea to make a living.
2. Identify the geographic features that made sea trade possible.
3. Create a map showing the extensive trade routes around Africa. Identify the innovations in navigation and shipbuilding that made the Phoenicians leaders in trade.
4. Discuss the strategies that the Phoenicians used to control sea trade in the Mediterranean.
5. Compare with marketing strategies today.
6. Discuss the importance of the alphabet and how it's spread by the Phoenicians impacted future civilization

PA Standards/Anchors:

Eligible Content:

7.4 A
8.4 C
8.4 A

- Impact of physical systems on people
- How people adjust to physical systems
- Continuity and change affect innovation
- Cultural contributions of groups

Instructional Strategies:

Assessments:

Cooperative groups	Problem solving activities
Group discussion	Written work
Role Play	Note Taking
Graphic organizers	Charting
Summarizing	Evaluating
Creating and interpreting maps	

- Chapter test
- Notebook
- Homework
- Maps and charts
- Group projects
- Class participation

Course Title: Ancient World History - 7

Topic/Concept: Chapter 6 section 2 Hebrews

Time Allotment: 1 week

Unit Sequence: 8

Major Concepts to be learned:

1. Understand how the Religious beliefs of the Early Hebrews influenced their history
2. Evaluate the influence and impact of the idea of Social Justice throughout history
3. Understand how internal conflict caused the decline of the ancient Hebrews

Expected Skills to be demonstrated:

1. Compare monotheistic belief of the Hebrews with the polytheistic beliefs of other ancient people.
2. Compare the Ten Commandments with Hammurabi's laws and identify the difference between moral and civil laws.
3. Understand and evaluate the idea of social justice and it's influence on political ideas.
4. Analyze the Declaration of Independence and make conclusions as to the influence of social justice on the document.
5. Summarize how division and conflict among the Hebrew tribes caused them to be conquered.

PA Standards/Anchors:

Eligible Content:

8.4 C
8.4 A and 8.4 B
8.4 D

- Continuity and Change influence history
- Belief systems and Religion influence people and history
- Evaluate primary documents and historical writings
- Cultural contributions of groups Understand how conflict and cooperation influence groups

Instructional Strategies:

Assessments:

Cooperative groups
Problem solving activities
Written work
Role Play
Note Taking
Graphic organizers
Summarizing
Evaluating

- Chapter test
- Homework
- Writing assignments
- Charts

Course Title: Ancient World History - 7

Topic/Concept: Chapter 7 Military Empires

Time Allotment: 2 weeks

Unit Sequence: 9

Major Concepts to be learned:

1. Explain how the Assyrians established and maintained a military empire in the middle east
2. Understand the significance of Babylon as an important historic site and the contributions made by the Chaldeans
3. Understand how the Persians created a large empire in the Middle east and how they influenced the culture of various people

Expected Skills to be demonstrated:

1. Explain how the Assyrians built a professional army and used many tactics to conquer a large area of the Middle East.
2. Analyze their tactics and evaluate how they treated their conquered people and how their methods caused more conflict in the region.
3. List the important innovations in astronomy made by the Chaldeans.
4. Identify the significance of the city of Babylon in the ancient world.
5. Create a travel brochure that demonstrates a knowledge of the city including the hanging gardens of babylon
6. Explain how the Persians conquered a vast empire that stretched from Egypt to India.
7. Compare the way the Persians treated their conquered people with the way the Assyrians treated conquered people and make conclusions as to effectiveness of their policies

PA Standards/Anchors:

Eligible Content:

8.4 D 8.4A and 8.4B 8.4 D and 8.4 C	<ul style="list-style-type: none">• Conflict and cooperation among groups affected world history• Identify the contributions made by the Chaldeans in astronomy and the importance of Babylon as historic site in world history• Conflict and cooperation among groups• Continuity and Change affect belief systems, commerce and settlement patterns
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Instructional Strategies:

Assessments:

Coooperative groups Group discussion Research Note Taking Summarizing	Problem solving activities Performance task Written work Graphic organizers Evaluating	<ul style="list-style-type: none">• Chapter test• Homework• Projects• Charts and posters
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Course Title: Ancient World History - 7

Topic/Concept: Chapter 8 Africa and the Americas

Time Allotment: 2 weeks

Unit Sequence: 10

Major Concepts to be learned:

1. Describe the Physical geography of Africa and the physical geography of the Americas
2. Understand how ancient West African and East African kingdoms developed because of trade
3. Describe how civilizations developed an advanced civilization in ancient Mesoamerica and South America
4. Understand the influence of the Spanish conquest in the history of Central and South America

Expected Skills to be demonstrated:

1. Create a map of Africa that includes various vegetation regions and physical features
2. Create a map of central and South America with a key showing the location of ancient civilizations.
3. Describe how ancient African kingdoms of Kush, Aksum, Ghana, Mali, Songhai, Zimbabwe, and Kilwa developed kingdoms based on trade.
4. Role play how silent barter was used in the salt gold trade
5. Discuss various trade techniques
6. Research the historic sites such as the pyramids built by the Aztecs and other mesoamerican artifacts.
7. Evaluate their architectural and engineering skills.
8. Reflect on the various cultural changes that came to the Americas because of the Spanish conquest of central and South America.
9. Summarize the various areas of cultural exchange that remain today from these early time periods.

PA Standards/Anchors:

Eligible Content:

7.28.4 C
8.4 B
8.4 D

- Physical characteristics of places and regions
- Continuity and change affected trade and settlement patterns
- Identify and explain important historic sites in world history
- Conflict and cooperation among groups

Instructional Strategies:

Assessments:

Coooperative groups	Group discussion
Performance task	Research
Written work	Role Play
Oral presentation	Note Taking
Graphic organizers	Charting
Summarizing	Evaluating

- Chapter test
- Homework
- Posters
- Group projects
- Oral reports

Course Title: Ancient World History - 7

Topic/Concept: Chapter 9 Early Greek Civilizations

Time Allotment: 2 weeks

Unit Sequence: 11

Major Concepts to be learned:

1. Understand how the geography of Greece influenced the development of a seafaring civilization
2. The Minoan civilization influenced after Greek civilization
3. Greek legends help us understand early Greek culture
4. The Mycenaean civilization and legendary battle of the Trojan war demonstrates how conflict leads to decline

Expected Skills to be demonstrated:

1. Create a map of the Mediterranean sea region
2. label and color map - include physical features and countries
3. Explain how the Minoans influenced Greece in the areas of religion, sports, legends and shipbuilding
4. Read and discuss the legend of the Minotaur and how it relates to the decline of Minoan civilization
5. Predict decline of Mycenaean civilization by analyzing the theme of "united we stand, divided we fall"
6. Summarize how civil wars invasions cause a dark age and decline of the Greeks.
7. Understand characteristics of life in a dark age.

PA Standards/Anchors:

Eligible Content:

7.2 A and 7.3 D 8.4 A 8.4 B 8.4 D and 8.4 B	<ul style="list-style-type: none">• Physical Characteristics of places and regions• Human characteristics of places and regions - economic activities• Cultural Contributions of groups• Identify important primary documents, writings and oral traditions• Conflict and cooperation among groups primary documents, writings and oral traditions
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Instructional Strategies:

Assessments:

Cooperative groups Group discussion Note Taking Summarizing Primary sources and historical works	Problem solving activities Written work Charting Evaluating	<ul style="list-style-type: none">• Chapter test• Homework• Written assignments• Group projects
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Course Title: Ancient World History - 7

Topic/Concept: Chapter 10 Greek City States

Time Allotment: 2 weeks

Unit Sequence: 12

Major Concepts to be learned:

1. Understand the development of the polis as the geographic and political center of Greek life and the rights and responsibilities of citizenship
2. Describe the military culture of Sparta and its influence on daily life in Sparta
3. Understand how democracy developed in Athens
4. Summarize the Persian and Peloponnesian wars and their impact on Greece
5. Identify the cause and effect of civil wars and internal conflicts in ancient Greece

Expected Skills to be demonstrated:

1. Understand the concept of a city state and how it became the center of Greek life.
2. Discuss citizenship in ancient Greece.
3. Compare and Contrast the rights and responsibilities of citizens in ancient Greece and citizens today.
4. Evaluate the military culture of Sparta.
5. List the demands on Spartan citizens and evaluate if becoming the most powerful warriors in Greece was worth the sacrifices.
6. Discuss how the military culture influences every area of government and life.
7. Create a chart showing the evolution of government from a monarchy to a democracy in Athens.
8. Define each type of government.
9. Evaluate each government system and list positive and negative characteristics of each system.
10. Create a chart summarizing each battle of the Persian War.
11. Discuss and determine reasons for the success of the Greeks against the larger force of the Persians.
12. Explain how the formation of defensive leagues caused unrest in the Greek city states which led to civil wars.
13. Identify the consequences of civil wars and how they caused the decline of Greece.

PA Standards/Anchors:

Eligible Content:

8.4 C 5.3 K 8.1 C	5.2 A and B 8.4 D	<ul style="list-style-type: none">• Continuity and Change• Rights and Responsibility of citizenship• Continuity and Change• Continuity and Change and Systems of Government• Conflict and cooperation
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Instructional Strategies:

Assessments:

Coooperative groups Group discussion Written work Graphic organizers Summarizing Short educational videos	Problem solving activities Research Note Taking Charting Evaluating	<ul style="list-style-type: none">• Chapter test• Notebook• Homework• Writing assignments
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Course Title: Ancient World History - 7

Topic/Concept: Chapter 11 Cultural Contributions of Greeks

Time Allotment: 2 weeks

Unit Sequence: 13

Major Concepts to be learned:

1. Understand how the religious beliefs of the ancient Greeks influenced their civilization
2. Identify the contributions made by the ancient Greeks in athletics, arts, science and philosophy
3. Understand how great Greek thinkers influenced western civilization

Expected Skills to be demonstrated:

1. Analyzing and explaining ideas through the reading of Greek mythology.
2. Summarizing and evaluating contributions of Ancient Greeks in the area of art, sports, architecture, theater, philosophy and science.
3. Identifying important people in the area of philosophy, theater and science.
4. Exploring their ideas and analyzing their influence.

PA Standards/Anchors:

Eligible Content:

8.4C 8.4A 8.1 B	<ul style="list-style-type: none">• Continuity and change affect belief systems. The religious beliefs of the Greeks influence their daily life and how they view the world.• Groups make cultural contributions to world history. The ancient Greeks made contributions in many areas of life that still influence us today.• Historical analysis and historical sources.• Individuals made significant contributions to world history.• Great Philosophers such as Socrates, Plato and Aristotle and their works.
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Instructional Strategies:

Assessments:

Cooperative groups Group discussion Student Journals Role Play Note Taking Summarizing Specific Reading Computer project, performing plays, olympic games project	Problem solving activities Research Written work Oral presentation Graphic organizers Evaluating	<ul style="list-style-type: none">• Quizzes and tests• Notebooks• Class participation• Projects• Homework
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Course Title: Ancient World History - 7

Topic/Concept: Chapter 12 The Hellenistic Period

Time Allotment: 1 week

Unit Sequence: 14

Major Concepts to be learned:

1. Explain how Philip of Macedonia gained control over Greece
2. Describe and evaluate the achievements of Alexander the Great
3. Explain how Greek culture spread during the Hellenistic Age

Expected Skills to be demonstrated:

1. Understanding cause and effect by analyzing the various tactics used by Philip to take over Greece.
2. Identifying and explaining fact vs. opinion.
3. Evaluate Alexander's leadership qualities by reading primary sources about his life and exploits.
4. Evaluate the influence of Greek culture by research and writing projects.

PA Standards/Anchors:

Eligible Content:

8.4 D
8.4 A
8.4C

- Conflict and Co-operation among groups.
- Conflict between Macedonia and Greece
Individuals make significant contributions to world history.
- Alexander the great created a large empire that spread Greek culture
- Continuity and Change and the contributions made by groups.
- Greek culture spread and influenced the world.

Instructional Strategies:

Assessments:

Cooperative groups	Group discussion
Performance task	Research
Written work	Role Play
Oral presentation	Note Taking
Graphic organizers	Summarizing
Outlining	Evaluating
Specific Reading	Computer research

- Tests
- Homework
- Notebooks
- Written and oral reports
- Class participation

Course Title: Ancient World History - 7

Topic/Concept: Chapter 13 Etruscans and Romans

Time Allotment: 1 week

Unit Sequence: 15

Major Concepts to be learned:

1. Understand the legend of the founding of Rome
2. Identify the areas of influence that the Etruscans had on Rome
3. Understand how geography had a role in the growth of Rome

Expected Skills to be demonstrated:

1. Understanding historical perspectives and literal and symbolic meanings in legends.
2. Identifying and analyzing important innovations and ideas of history.
3. Writing, notetaking and discussion of ideas.
4. Map studies.
5. Reading, drawing, labeling maps with physical characteristics.

PA Standards/Anchors:

Eligible Content:

8.1 B 8.4 A 7.2 A 7.3B	<ul style="list-style-type: none">• Understanding historical sources by evaluating the legend of the founding of Rome• Historical comprehension and understanding of the cultural contributions made by the Etruscans as they influenced Roman culture.• Understanding and identifying Physical characteristics of places and human characteristics of regions.• Understanding maps.
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Instructional Strategies:

Assessments:

Cooperative groups Performance task Written work Role Play Note Taking Summarizing Specific Reading	Group discussion Research Hands-on activity Oral presentation Graphic organizers Evaluating	<ul style="list-style-type: none">• Tests• Notebooks and writing assignments• Oral presentations• Class participation
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Course Title: Ancient World History - 7

Topic/Concept: Chapter 14 The Roman Republic

Time Allotment: 2 weeks

Unit Sequence: 16

Major Concepts to be learned:

1. Understand the organization of the Roman Republic form of government
2. Understand the role of the Roman army in the expansion that created an empire.
3. Understand that expansion created problems that affected the Roman government and the Roman economy
4. Understand that reformers tried to make changes to help save the Republic

Expected Skills to be demonstrated:

1. Students will analyze the Republic form of government and how it was organized. They will compare it to the organization of U.S. government
2. Students will evaluate the effectiveness of the Roman army by analyzing it's organization, training and weapons.
3. Students will analyze the various economic and political effects that the Punic wars had on Rome
4. Students will compare the reforms of various leaders such as Julius Caesar and evaluate the effectiveness of their ideas

PA Standards/Anchors:

Eligible Content:

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| 8.4 A
5.3 A
8.4 C
8.4 D | <ul style="list-style-type: none">• Students will understand how the Roman Republic was organized and how it influenced the creation of the U.S. government• Students will understand the methods used by the army of Rome to create an empire.• Students will understand the effects of the Punic Wars on Rome's economy and government• Students will analyze the reforms made by various Roman leaders including Julius Caesar |
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Instructional Strategies:

Assessments:

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| Cooperative groups
Group discussion
Written work
Graphic organizers
Evaluating | Problem solving activities
Research
Note Taking
Summarizing
Specific Reading | <ul style="list-style-type: none">• Tests• Homework• Research and writing projects• Class participation |
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Course Title: Ancient World History - 7

Topic/Concept: Chapter 15 The Roman Empire

Time Allotment: 2 weeks

Unit Sequence: 17

Major Concepts to be learned:

1. Understand how Augustus ruled the Roman Empire
2. Understand what daily life in Rome was like during the Pax Romana
3. Understand the economic and political reasons for the decline and fall of Rome

Expected Skills to be demonstrated:

1. By evaluating the policies of Augustus, students will make connections - cause and effect - Augustus polices lead to peace and prosperity
2. Students will research various aspects of daily life of Romans during the Pax Roman and summarize how the prosperous Romans lived contrasted to life of the poor in the city
3. Students will work together in cooperative groups to list and analyze the reasons Rome declined. They will compare and constrast to current conditdions in the U.S.

PA Standards/Anchors:

Eligible Content:

8.4 A
5.3 E
8.1 D
8.4 C
8.1 C

- Understand the role that Augustus played as first emperor of Rome and how his policies began a 200 year period of peace
- Research the different aspects of daily life in Rome including education and the role of women
- Analyze economic concepts such as inflation and political process of succession of leaders as reasons for decline

Instructional Strategies:

Assessments:

Cooperative groups	Problem solving activities
Group discussion	Performance task
Research	Written work
Note Taking	Graphic organizers
Summarizing	Evaluating

- Tests
- Research and write
- Homework
- Class participation

Course Title: Ancient World History - 7

Topic/Concept: Chapter 16 Christianity and Rome

Time Allotment: 1 week

Unit Sequence: 18

Major Concepts to be learned:

1. Understand the origins of Christianity
2. Understand how the Pax Romana helped Christianity spread even in a hostile political environment
3. Understand how Christianity evolved into the official religion of the Roman Empire

Expected Skills to be demonstrated:

1. Students will read and summarize how the life and teaching of Jesus formed the basis of Christianity
2. Students will list and evaluate the conditions during the Pax Romana that helped early missionaries move safely through the empire and spread their ideas
3. Students will discuss the various reasons for Roman persecution of Christians and explain how Constantine changed the relationship between Rome and Christianity

PA Standards/Anchors:

Eligible Content:

8.4 C
8.4 D
8.4 A

- Understand how religious beliefs of Christians developed in Palestine and spread by missionaries throughout the empire
- Understand the various aspects of the Pax Romana that aided the spread of Christianity
- Understand the social, and political conditions that led to Christianity becoming the state religion of Rome

Instructional Strategies:

Assessments:

Coooperative groups	Group discussion
Research	Written work
Role Play	Note Taking
Summarizing	Evaluating
Specific Reading	

- Tests
- Homework
- Writing assignments
- Class participation

Course Title: Ancient World History - 7

Topic/Concept: Chapter 17 The Germans

Time Allotment: 1 week

Unit Sequence: 19

Major Concepts to be learned:

1. Understand The villiage life and culture of the Germans
2. Understand how love of battle and German laws influenced German life
3. Understand how the Germanic invasions of western Europe played a role in the decline of the Roman Empire in the West

Expected Skills to be demonstrated:

1. Students will research German villiage life and write summaries as they compare German social structure, laws and religion with that of Roman culture
2. Students will analyze German warfare and work in coopertaive groups to make the connections between warfare, religion and laws of the Germans. They will orally report their conclusions.
3. Students will create time lines and graphic organizers to show cause and effect between German invasions and decline and fall of the Roman Empire in the West

PA Standards/Anchors:

Eligible Content:

8.4 C
8.4 D

- Students will be able to compare the culture of the Germans and Romans, including religion, laws and social organization
- Students will make connections between German warfare and understand how it influence thier laws and religion
- Students will understand cause and effect - how German invasions by the Goths and Vandals was a cause of the downfall of Rome

Instructional Strategies:

Assessments:

Coooperative groups	Problem solving activities
Group discussion	Research
Written work	Oral presentation
Note Taking	Graphic organizers
Charting	Summarizing
Evaluating	Specific Reading

- Tests
- Homework
- Group projects - written and oral reports
- Class participation

Course Title: Ancient World History - 7

Topic/Concept: Chapter 18 The Franks

Time Allotment: 1 week

Unit Sequence: 20

Major Concepts to be learned:

1. Understand how Frankish kings began to build a new civilization in Western Europe after the fall of Rome
2. Understand how Charlemagne brought all of western europe under his rule
3. Understand the contributions made in education and the revival of the arts under Charlemagne

Expected Skills to be demonstrated:

1. Students will work in cooperative groups to brainstorm way that people can be united. Then analyze methods that Clovis and other Frankish leaders used to unite the people of their kingdoms
2. Students will analyze goals of Charlemagne to bring together all of western europe under his rule. They will evaluate his goals and his accomplishments.
3. Students will list the various ways that Charlemange used to encourage and support education. They will summarize his influence in raising the level of education following the dark age

PA Standards/Anchors:

Eligible Content:

8.4 D 8.4 C 8.4 A	<ul style="list-style-type: none">• Students will understand how Clovis united the Franks through a common language and religion. They will Understand how importatant battles like the battle of Tours changed history.• Students will understand how Charlemagne defeated other Germanic groups to create a large empire in Western Europe.• Students will understand how Charlemagne supported the advancement of education and the arts to push back the darkness that followed the fall of Rome
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Instructional Strategies:

Assessments:

Coooperative groups Research Note Taking Summarizing Specific Reading	Group discussion Written work Graphic organizers Evaluating	<ul style="list-style-type: none">• Tests• Written assignments and reports• Homework• Class participation
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Course Title: Ancient World History - 7

Topic/Concept: Chapter 21 The Byzantine Empire

Time Allotment: 2 weeks

Unit Sequence: 21

Major Concepts to be learned:

1. Understand the role of Constantinople as the new Roman capital in the East
2. Understand the contributions made by the Byzantine empire in the areas of law and the preservation of classical civilization
3. Understand why the Byzantine empire survived and prospered for over 1,000 years and why they declined

Expected Skills to be demonstrated:

1. Students will compare and contrast the two capital cities of Constantinople and Rome. They will compare government, architecture, social structure, language, ethnic diversity etc.
2. Students will work in groups to list and discuss Justinian's building projects such as the Hagia Sophia church and his law code. They will summarize his accomplishments and rate the value of his accomplishments to future civilization.
3. Students will work together to analyze the strategic location of Constantinople. They will draw a map of Constantinople and include the seas, harbors, walls etc.

PA Standards/Anchors:

Eligible Content:

8.4 C
8.4 A

- Students will compare Constantinople and Rome as important capital cities
- Students will evaluate the accomplishments of the emperor Justinian by analyzing his building projects and his law code
- Students will analyze the strategic location of Constantinople at the crossroads of trade between the east and west and their defeat by the Turks

Instructional Strategies:

Assessments:

Cooperative groups	Group discussion
Written work	Note Taking
Graphic organizers	Summarizing
Specific Reading	Drawing and labeling maps

- Tests
- Homework
- Group projects
- Notebooks
- Writing projects

Course Title: Ancient World History - 7

Topic/Concept: Chapter 24 Feudal Society

Time Allotment: 2 weeks

Unit Sequence: 22

Major Concepts to be learned:

1. Understand why Feudalism developed in Western Europe
2. Understand the hierarchical structure of Feudal society
3. Understand the roles of Lords and vassals
4. Understand the training and duties of a knight in feudal society

Expected Skills to be demonstrated:

1. Students will work in groups to brainstorm the role that government plays in our lives. They will make connections to the needs that led to the development of feudalism
2. Students will create social pyramids and explain the position and role of the clergy, nobles, peasants and townspeople.
3. Students will analyze the relationship between Lords and vassals and summarize the responsibilities of each. They will role play the act of homage between Lord and vassal
4. Students will work in groups and will research the training of knights, and the code of chivalry. They will evaluate the value of knighthood and they will role play the dubbing ceremony.

PA Standards/Anchors:

Eligible Content:

8.4 C	<ul style="list-style-type: none">• Students will recognize the origin of Feudalism by understanding the political changes that developed after the fall of Rome• Students will understand and explain the roles of nobles, clergy, peasants and townspeople in Feudal society• Students will understand and explain the relationship between Lords and vassals and the role they played in the protection of western Europe• Students will explain the training of knights and the code of chivalry and how the code influenced western civilization
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Instructional Strategies:

Assessments:

Cooperative groups Group discussion Written work Oral presentation Graphic organizers Evaluating Drawing - posters	Problem solving activities Research Role Play Note Taking Summarizing Specific Reading	<ul style="list-style-type: none">• Tests• Homework• Notebooks• Posters and drawings• Group projects
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