

Grade level: 7

Course Title: Ancient World History 7

Topic/Concept: Geography and History

Time Allotment: 2 Weeks

Unit Sequence: 1

Major Concepts to be learned:

- Understand how geography influences and shapes history
- Understand the five themes of geography and how they help to explain what a place is like
- Understand how physical systems have influenced civilization
- Understand how the study of archaeology provides important facts about ancient cultures

Expected Skills to be demonstrated:

- List specific ways that climate, landforms and natural resources influenced or changed a historical event
- Application of 5 themes
- Describe the 3 major climate zones and their latitude
- Identify the importance of the Rosetta stone
- List things that are considered artifacts

PA Standards/Anchors:

Eligible Content:

7.1 A, B
7.2 A, B
7.4 A
8.4 B

- 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

Instructional Strategies:

Assessments:

Problem solving activities	Labeling Maps
Group discussion	Performance task
Vocabulary	Timeline
Hands-on activity	Instructional Videos
Charting	Evaluating
Application of prior knowledge	Interactive Activities

- Quizzes and chapter test
- Maps and charts

Grade level: 7

Course Title: Ancient World History 7

Topic/Concept: Prehistoric People

Time Allotment: 2 Weeks

Unit Sequence: 2

Major Concepts to be learned:

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

Expected Skills to be demonstrated:

- Explain how discoveries such as fire, clothing, language and tools helped man to survive.
- Describe how early man lived by hunting and gathering
- Compare and contrast the tools and weapons of Neanderthal and Cromagnon man.
- Analyze a cave drawing, explaining what the picture reveals about pre-historic man.
- Identify cause and effect between the discovery of farming and herding and the development of farming villages.
- Students will participate in a prehistoric simulation making decisions for survival.

PA Standards/Anchors:

Eligible Content:

8.1 A
8.4 A, B and 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:

Vocabulary Group discussion Written work Evaluating Instructional Videos	Problem solving activities Performance task Charting Interactive Simulations
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- Chapter test
- Packet

Grade level: 7

Course Title: Ancient World History 7

Topic/Concept: River Valley Civilizations

Time Allotment: 3 Weeks

Unit Sequence: 3

Major Concepts to be learned:

- Give examples of how the environment influenced the ways in which people of the river valleys lived.
- Discuss the early civilizations of Mesopotamia, Egypt and the Eastern River Valleys in terms of their similarities and differences.
- Summarize the contributions made by the river valley civilizations to other civilizations.

Expected Skills to be demonstrated:

- Students will interpret and label maps
- Students will make conclusions about effects of geography on people
- Explain why people settled in the Fertile Crescent, Egypt and Indus River valleys
- Analyze laws from the Code of Hammurabi
- Compare and contrast the religions of the Eastern River Valleys.
- Identify inventions/contributions of the Eastern River Valley civilizations
- Students will do research and create a brochure of one of the river valley civilizations, highlighting location, religion, government and contributions

PA Standards/Anchors:

Eligible Content:

7.2 A
7.3 A
7.4 A
8.1 A and B
8.4 A, B, C and D

- Impact of physical systems on people, the Tigris and Euphrates and Nile River Valley
- 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

Instructional Strategies:

Assessments:

Problem solving activities Group discussion Oral presentation Graphic organizers Evaluating	Vocabulary Research Note Taking Charting Specific Reading
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- Chapter test
- Brochure
- Labeling maps

Grade level: 7

Course Title: Ancient World History 7

Topic/Concept: Phoenicians and Hebrews

Time Allotment: 2 Weeks

Unit Sequence: 4

Major Concepts to be learned:

- Understand how the Religious beliefs of the Early Hebrews influenced their history
- Understand how internal conflict caused the decline of the ancient Hebrews
- Understand how geography influenced the sea culture of the Phoenicians
- Identify innovations the Phoenicians made that contributed to their success as sea merchants
- Evaluate the influence of the spread of the alphabet by the Phoenicians

Expected Skills to be demonstrated:

- Compare monotheistic beliefs of the Hebrews with the polytheistic beliefs of other ancient people.
- Compare the Ten Commandments with Hammurabi's laws and identify the difference between moral and civil laws.
- Understand and evaluate the idea of social justice and its influence on political ideas.
- Summarize how division and conflict among the Hebrew tribes caused them to be conquered.
- Explain how the geography of the land caused the Phoenicians to turn to the sea to make a living.
- Identify the geographic features that made sea trade possible.
- Discuss the strategies that the Phoenicians used to control sea trade in the Mediterranean.
- Discuss the importance of the alphabet and how its spread by the Phoenicians impacted future civilization

PA Standards/Anchors:

Eligible Content:

7.4 A
8.4 A, B, C and D

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

Instructional Strategies:

Assessments:

Vocabulary	Problem solving activities
Group discussion	Compare/Contrast
Charting	Evaluating
Venn Diagram	Labeling and interpreting maps
Summarizing	Timeline

- Chapter test
- Packet
- Maps and charts

Grade level: 7

Course Title: Ancient World History 7

Topic/Concept: Military Empires

Time Allotment: 2 Weeks

Unit Sequence: 5

Major Concepts to be learned:

- Explain how the Assyrians established and maintained a military empire in the middle east
- Understand the significance of Babylon as an important historic site and the contributions made by the Chaldeans
- 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:

- Explain how the Assyrians built a professional army and used many tactics to conquer a large area of the Middle East.
- Analyze their tactics and evaluate how they treated their conquered people and how their methods caused more conflict in the region.
- Identify the significance of the city of Babylon in the ancient world.
- Explain how the Persians conquered a vast empire that stretched from Egypt to India.
- 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:

8.1 A
8.4 A, B, C and D

- 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

Instructional Strategies:

Assessments:

Problem solving activities	Timeline
Group discussion	Performance task
Written work	Vocabulary
Summarizing	Evaluating
Instructional Videos	

- Chapter test
- Packet

Grade level: 7

Course Title: Ancient World History 7

Topic/Concept: Africa and the Americas

Time Allotment: 3 Weeks

Unit Sequence: 6

Major Concepts to be learned:

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

Expected Skills to be demonstrated:

- Create a Slideshow Presentation with a timeline, map, and facts about an African Kingdom
- Describe how ancient African kingdoms of Kush, Aksum, Ghana, Mali, Songhai, Zimbabwe, and Kilwa developed kingdoms based on trade.
- Discuss various trade techniques
- Research the historic sites such as the pyramids built by the Aztecs and other mesoamerican artifacts.
- Evaluate their architectural and engineering skills.
- Reflect on the various cultural changes that came to the Americas because of the Spanish conquest of central and South America.
- Summarize the various areas of cultural exchange that remain today from these early time periods.

PA Standards/Anchors:

Eligible Content:

7.2 B
8.1 A
8.4 A, B, C and D

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

Instructional Strategies:

Assessments:

Group discussion Performance task Written work Note Taking Charting Summarizing	Instructional Videos Research Oral presentation Graphic organizers Timeline Evaluating
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- Quizzes
- Africa Research Slides

Grade level: 7

Course Title: Ancient World History 7

Topic/Concept: Early Greek Civilizations

Time Allotment: 2 Weeks

Unit Sequence: 7

Major Concepts to be learned:

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

Expected Skills to be demonstrated:

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

PA Standards/Anchors:

Eligible Content:

7.2 A
7.3 A
8.4 A, B and D

- 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

Instructional Strategies:

Assessments:

Problem solving activities	Vocabulary
Group discussion	Written work
Charts	Map Interpretating
Summarizing	Evaluating
Primary sources and historical works	Notes
Timelines	Venn-Diagram

- Chapter test
- Packet

Grade level: 7

Course Title: Ancient World History 7

Topic/Concept: Greek City-States

Time Allotment: 2 Weeks

Unit Sequence: 8

Major Concepts to be learned:

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

Expected Skills to be demonstrated:

- Understand the concept of a city state and how it became the center of Greek life.
- Discuss citizenship in ancient Greece.
- Compare and Contrast the rights and responsibilities of citizens in ancient Greece and citizens today.
- Evaluate the military culture of Sparta.
- List the demands on Spartan citizens and evaluate if becoming the most powerful warriors in Greece was worth the sacrifices.
- Discuss how the military culture influences every area of government and life.
- Define each type of government.
- Evaluate each government system and list positive and negative characteristics of each system.
- Create a chart summarizing each battle of the Persian War.
- Explain how the formation of defensive leagues caused unrest in the Greek city states which led to civil wars.
- Identify the consequences of civil wars and how they caused the decline of Greece.

PA Standards/Anchors:

Eligible Content:

5.2 A and B
5.3 J
8.4 D

- Continuity and Change
- Rights and Responsibility of citizenship
- Systems of Government
- Conflict and cooperation

Instructional Strategies:

Assessments:

Coooperative groups	Compare/Contrast
Group discussion	Research
Written work	Vocabulary
Charting	Evaluating
Short educational videos	Label Map
Instructional Videos	

- Chapter test
- Writing assignments
- Packet
- Quiz

Grade level: 7

Course Title: Ancient World History 7

Topic/Concept: Cultural Contributions of the Greeks

Time Allotment: 2 Weeks

Unit Sequence: 9

Major Concepts to be learned:

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

Expected Skills to be demonstrated:

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

PA Standards/Anchors:

Eligible Content:

8.1 B
8.4 A and C

- Continuity and change affects 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.

Instructional Strategies:

Assessments:

Problem solving activities	Group discussion
Research	Vocabulary
Written work	Charts
Note Taking	Graphic organizers
Summarizing	Evaluating
Specific Reading	Instructional Videos

- Quizzes and tests
- Class participation
- Projects
- Packet

Grade level: 7

Course Title: Ancient World History 7

Topic/Concept: Hellenistic Period

Time Allotment: 2 Weeks

Unit Sequence: 10

Major Concepts to be learned:

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

Expected Skills to be demonstrated:

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

PA Standards/Anchors:

Eligible Content:

8.4 A, C and D	<ul style="list-style-type: none">• 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 and influenced the world• Continuity and Change and the contributions made by groups.
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Instructional Strategies:

Assessments:

Group discussion Performance task Written work Graphic organizers Outlining Specific Reading Map Labeling	Vocabulary Research Note Taking Summarizing Evaluating Instructional Videos Charts	<ul style="list-style-type: none">• Quizzes• Chapter Test• Packet
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Grade level: 7

Course Title: Ancient World History 7

Topic/Concept: Etruscans and Romans

Time Allotment: 1 Week

Unit Sequence: 11

Major Concepts to be learned:

- Understand the legend of the founding of Rome
- Identify the areas of influence that the Etruscans had on Rome
- Understand how geography had a role in the growth of Rome

Expected Skills to be demonstrated:

- Understanding historical perspectives and literal and symbolic meanings in legends.
- Identifying and analyzing important innovations and ideas of history.
- Map studies: reading, labeling, etc.

PA Standards/Anchors:

Eligible Content:

7.2 A
7.3 A
8.1 B
8.4 A

- 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.

Instructional Strategies:

Assessments:

Group discussion
Performance task
Written work
Summarizing
Charts

Vocabulary
Research
Labeling Maps
Evaluating
Instructional Videos

- Packets
- Test Combined with Ch 14
- Quizzes

Grade level: 7

Course Title: Ancient World History 7

Topic/Concept: The Roman Republic

Time Allotment: 3 Weeks

Unit Sequence: 12

Major Concepts to be learned:

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

Expected Skills to be demonstrated:

- Students will analyze the Republic form of government and how it was organized. They will compare it to the organization of U.S. government
- Students will evaluate the effectiveness of the Roman army by analyzing it's organization, training and weapons.
- Students will analyze the various economic and political effects that the Punic wars had on Rome
- Students will compare the reforms of various leaders such as Julius Caesar and evaluate the effectiveness of their ideas
- Students will use primary and secondary sources to determine who was involved in the assassination of Julius Caesar and why.

PA Standards/Anchors:

Eligible Content:

5.1 B
8.1 B
8.4 A, C and D

- 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

Instructional Strategies:

Assessments:

Problem solving activities	Vocabulary	Charts
Group discussion	Research	Label Maps
Written work	Summarizing	Venn-Diagram
Graphic organizers	Cooperative groups	
Evaluating	Specific Reading	

- Test
- Research
- Class participation
- Packet

Grade level: 7

Course Title: Ancient World History 7

Topic/Concept: The Roman Empire

Time Allotment: 3 Weeks

Unit Sequence: 13

Major Concepts to be learned:

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

Expected Skills to be demonstrated:

- By evaluating the policies of Augustus, students will make connections - cause and effect - Augustus policies lead to peace and prosperity
- Students will research a Roman Emperor and present their information in the form of a brochure to the class
- Students will work together in cooperative groups to list and analyze the reasons Rome declined. They will compare and contrast to current conditions in the U.S.

PA Standards/Anchors:

Eligible Content:

5.3 J
8.1 C
8.4 A and 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:

Labeling maps	Problem solving activities
Group discussion	Vocabulary
Performance task	Charts
Research	Written work
Note Taking	Summarizing
Evaluating	Presentation
Instructional Videos	

- Tests
- Research and brochure
- Class participation
- Quizzes
- Packet

Grade level: 7

Course Title: Ancient World History 7

Topic/Concept: Christianity and Rome

Time Allotment: 1 Week

Unit Sequence: 14

Major Concepts to be learned:

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

Expected Skills to be demonstrated:

- Students will read and discuss how the life and teaching of Jesus formed the basis of Christianity
- Students will list and evaluate the conditions during the Pax Romana that helped early missionaries move safely through the empire and spread their ideas
- 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 A, C and D

- 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:

Group discussion
Research
Note Taking
Evaluating

Vocabulary
Written work
Charts
Specific Reading

- Test
- Note Packet
- Class participation

Grade level: 7

Course Title: Ancient World History 7

Topic/Concept: The Germans

Time Allotment: 1 Week

Unit Sequence: 15

Major Concepts to be learned:

- Understand The villiage life and culture of the Germans
- Understand how love of battle and German laws influenced German life
- Understand how the Germanic invasions of western Europe played a role in the decline of the Roman Empire in the West
- Understand the German law system

Expected Skills to be demonstrated:

- Students will research German villiage life and write summaries as they compare German social structure, laws and religion with that of Roman culture
- 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.
- Students will work in groups to evaluate specific scenarios and determine the crime and appropriate punishment based on the Germanic law system and ordeals.

PA Standards/Anchors:

Eligible Content:

8.4 C and 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	Vocabulary
Written work	Oral presentation
Summarizing	Timeline
Charting	Evaluating

- Tests
- Packet
- Class participation

Grade level: 7

Course Title: Ancient World History 7

Topic/Concept: The Franks

Time Allotment: 1 Week

Unit Sequence: 16

Major Concepts to be learned:

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

Expected Skills to be demonstrated:

- Students will analyze methods that Clovis and other Frankish leaders used to unite the people of their kingdoms
- Students will analyze goals of Charlemagne to bring together all of Western Europe under his rule. They will evaluate his goals and his accomplishments.
- Students will list the various ways that Charlemagne 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 A, C and D

- Students will understand how Clovis united the Franks through a common language and religion. They will Understand how important 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

Instructional Strategies:

Assessments:

Group discussion
Charts
Summarizing
Instructional Videos

Vocabulary
Timeline
Evaluating

- Tests
- Packet
- Class participation

Grade level: 7

Course Title: Ancient World History 7

Topic/Concept: The Vikings

Time Allotment: 1 Week

Unit Sequence: 17

Major Concepts to be learned:

- Explain how climate and environment shaped Vikiing life.
- Understand the daily life and culture of the Vikings.
- Understand how Viking exploration, trade and influence impacted history.

Expected Skills to be demonstrated:

- Students will explain why the Vikings had to make their living on the sea.
- Students will label and color a map of Europe, identifying Viking settlements.
- Students will describe Viking influence on territories of Europe.

PA Standards/Anchors:

Eligible Content:

8.4 A, C and D

- Students will describe the effects of climate and environment in the development of the Vikings as seafaring people
- Students will understand the daily life and culture of the Vikings in their towns and villages
- Students will explain the extent of Viking influence in shaping the cultures of England, France, Russia and lands in the North Atlantic

Instructional Strategies:

Assessments:

Vocabulary
Labeling Maps
Evaluating
Instructional Videos

Group discussion
Written work
Diagrams

- Tests
- Packet

Grade level: 7

Course Title: Ancient World History 7

Topic/Concept: Fuedal Society

Time Allotment: 1 Week

Unit Sequence: 18

Major Concepts to be learned:

- Understand why Feudalism developed in Western Europe
- Understand the hierarchical structure of Feudal society
- Understand the roles of Lords and vassals
- Understand the training and duties of a knight in feudal society

Expected Skills to be demonstrated:

- 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
- Students will create social pyramids and explain the position and role of the clergy, nobles, peasants and townspeople.
- Students will analyze the relationship between Lords and vassals and summarize the responsibilities of each.
- Students will work in groups and will research the training of knights, and the code of chivalry.
- Students will create a castle and write a brief story explaining the daily life in a fuedalistic society

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• Students will explain the training of knights
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Instructional Strategies:

Assessments:

Cooperative groups Group discussion Evaluating Group Projects	Problem solving activities Research Specific Reading Instructional Videos	<ul style="list-style-type: none">• Group projects• Quiz
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