

Masconomet Regional School District
Social Studies Department
Course Syllabus

Course Title: **World History I - Grade 7**

Primary Course Material: *World Studies-The Ancient World*. MA;Prentice Hall, 2008

Secondary Course Material: *History Alive –The Ancient World*

I. Course Description:

The course covers the early history of humanity from the dawn of prehistory to the height of the Roman Empire. Topics include the origin of civilization in the river valley societies, to Classical Greece and its influence on Rome. They will study the religions, governments, trade, philosophies, and art of these civilizations as well as the powerful ideas that arose in the ancient world and profoundly shaped the course of world history. These ideas include monotheism, democracy, the rule of law, individual worth, personal responsibility, the alphabetic principle for a writing system, and scientific reasoning. Emphasis is placed on the acquisition and mastery of critical reasoning and writing skills as well as an introduction to primary source documents.

II. Key Objectives:

- A. Students will know the important dates and events in history from the dawn of prehistory to the height of the Roman Empire.
- B. Students will know how to use and read maps, globes, and visual representations of quantitative data on both modern and historical maps of the same region.
- C. Students will begin to analyze cause, effect, sequence, and correlation; long term and short term relations; and limitations in determining cause and effect.
- D. Students will be able to gather, interpret, analyze, and assess evidence from multiple sources creating various time lines of historical significance.
- E. Students will be introduced to the applicability of different forms of analysis such as cause and effect, supply and demand.
- F. Students will begin to analyze various forms of opinion and identify validity.
- G. Students will be instructed on how to speak and write accurately on historical topics and properly cite them. This will include distinguishing differences between primary and secondary sources.
- H. Students will begin to analyze and synthesize an opinion on our ability to understand the path that early humans had taken and why.
- I. Students will continue to increase their knowledge of economic concepts and apply them throughout the understanding of human development.

III. Essential Questions

What is Ancient History?

How does geography influence the way people live?

What causes change? What remains the same?

How am I connected to people from the past?

How can I learn from the past?

How do waterways affect how people live?

How does religion dictate daily lives?

How did the environmental changes that shaped the earth effect the advancement of human life?

How have ancient inventions/ideas improved our lives?

How has the development of writing impacted the world today?

VI. Scope and Sequence

Human Origins in Africa through the Neolithic Age

Mesopotamia: Site of Ancient River Civilizations 3500-1200BCE

Egypt: Ancient River Civilizations 3000-1200 BCE

Phoenicia 1000-300BCE

Ancient Israel: Roots of Western Civilization 2000BCE-70 CE

Ancient Greece: Roots of Western Civilization 800-300 BCE

Ancient Rome: Roots of Western Civilization 500BCE-500CE

V. General Expectations

1. Read and study all text assignments.
2. Complete assigned activities in the printed packets which accompany each unit of study.
3. Maintain a complete, accurate and neat notebook of required materials.
4. Come to class prepared with all materials
5. Demonstrate a willingness to be an active class member, willing to cooperate and interact with others in the various projects and activities planned for this academic year.

Student Materials:

Binder/Notebook specific for history class

Writing implement

Assessments

1. Tests and Quizzes
2. Various Projects
3. Current Events
4. Class Preparation and Participation
5. Homework