

**Jefferson County High School
Course Syllabus**

A. Course:
Ancient History

B. Department:
Social Studies

C. Course Description

Using the current six content standards and four process standards found within the Tennessee Social Studies Curriculum framework, this course will focus on the history of times long past. Tennessee teachers are working to create an Ancient History framework that will serve as a measure guiding students toward an understanding of the relationships among persons and places, and an overall era's relationship with those proceeding and preceding it in the history of our world before the Renaissance.

D. Grade Term
Semester

E. Grading Scale

<u>Range</u>	<u>Honors/ Regular</u>	<u>College-Level</u>	<u>A.P.</u>
93-100 A	4.0	4.5	5.0
85-92 B	3.0	3.5	4.0
75-84 C	2.0	2.5	3.0
70-74 D	1.0	1.5	2.0

F. Term Dates

- a. 1st 9 Weeks August 5, 2016 – October 7, 2016
- b. 2nd 9 Weeks October 8, 2016 – December 16, 2016
- c. 3rd 9 Weeks January 5, 2017 – March 15, 2017
- d. 4th 9 Weeks March 16, 2017 – May 25, 2017

G. Textbook(s)

Beck, Roger, et. al. *Ancient World History: Patterns of Interaction*, Florida: Holt Mifflin Harcourt, 2012.

H. Other Required Reading

- a. *Excerpts from The Prince*
- b. *Excerpts from The Iliad*

I. Other Resources

- a. Odysseyware
- b. Trips to the Computer Lab

J. Major Assignments

Snapshot Writing- Learning to communicate, briefly & in written form, is a skill vital to the success of an individual far beyond the academic realm. The student will be asked to make arguments, give reactions, and support all statements with viable evidence. These assignments will be brief as brevity is important skill to learn in the professional world.

Projects- There will be projects assigned and will be the responsibility of the student to complete his/her part of the project.

K. Procedures for Parental Access to Instructional Materials

- a. Aspen Parent Portal
- b. Instructor's Website
- c. Email Instructor
- d. Parent Teacher Conference
 - a. There are two designated conference dates during the school year. Parents who would like to request additional meetings may make appointments for conferences with the teachers (during their planning periods), counselors, or a principal by telephoning the school office.

L. Field Trips

None

M. Standards & Objectives

- a. I Can Statement Scope & Sequence

On-Going Standards	On-Going "I Can" Statements
AH.1 Analyze primary and secondary sources to make generalizations about events in world history to 1500.	<ul style="list-style-type: none"> • I can analyze primary sources such as <i>The Epic of Gilgamesh & The Prince</i> • I can analyze secondary sources such as historical texts to make generalizations about designated time periods of Ancient History
AH.2 Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500.	<ul style="list-style-type: none"> • I can explain how archaeology teaches us to interpret the past
AH.3 Identify major geographic features important to the study of world history to 1500.	<ul style="list-style-type: none"> • I can locate regions, major river valleys, trade cities, trade routes, and empires on a world map
AH.4 Compare political boundaries with the locations of civilizations, empires, and kingdoms from 4000 BC/BCE to 1500	<ul style="list-style-type: none"> • I can compare and contrast empires such as the Persian, Greece, & Roman Empires; as well as the Chinese Dynastic Systems
AH.5 Analyze trends in human migration and cultural interaction from prehistory to 1500.	<ul style="list-style-type: none"> • I can explain the factors that led to the migrations of people across the world including the out of Africa theory, the Bantu, and the Polynesians
AH.6 Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events to 1500.	<ul style="list-style-type: none"> • I can analyze and compare the impacts of inter-regional trade networks and how they affected the spread of culture and technology.
State Standards	"I Can" Statements
<u>Human Origins and Early Civilizations, Prehistory to 1000 BC/BCE</u>	
AH.7 Explain the impact of geographic environment on hunter-gatherer societies.	<ul style="list-style-type: none"> • I can explain the impact of the food/vegetation cycle on hunter-gatherer societies
AH.8 List characteristics of hunter-gatherer societies, including their use of tools and fire.	<ul style="list-style-type: none"> • I can describe the impact of the discovery of fire on hunter-gatherer societies
AH.9 Describe technological and social advancements that gave rise to stable communities.	<ul style="list-style-type: none"> • I can analyze the impact of the Neolithic Revolution and how it gave rise to civilizations including the River Valleys
AH.10 Explain how archaeological discoveries are changing present-day knowledge of early peoples.	<ul style="list-style-type: none"> • I can explain how archaeology teaches us to interpret the past
AH.11 Locate these civilizations in time and place.	<ul style="list-style-type: none"> • I can locate on a map & timeline major River Valley Civilizations including: <ul style="list-style-type: none"> ○ Tigris/Euphrates River Valley

AH.12 Describe the development of social, political, and economic patterns, including slavery.

- Nile River Valley
- Indus River Valley
- Yellow River Valley

- I can describe social, economic, and political patterns used for state building in the First Empires including:
 - Mesopotamia
 - Egypt
 - Shang & Zhou Dynasties
 - Mohenjo-Daro & Harrapa

AH.13 Explain the development of religious traditions.

- I can explain the development of polytheistic religious traditions such as the gods of Egypt and Babylon

AH.14 Describe the origins, beliefs, traditions, customs, and spread of Judaism from circa 1000 B.C./B.C.E. to 135 A.D./C.E.

- I can explain the origins, beliefs, and traditions of Judaism, as well as the spread of monotheism across Eurasia

AH.15 Cite the religious, social, and legal contributions of Judaism.

- I can analyze the cultural impact of Judaism on societies, including the spread of monotheism

AH.16 Explain the development of language and writing. (C)

- I can explain the development of language and writing including: Cuneiform, Hieroglyphics, Sanskrit, and the Phoenician Alphabet

Classical Civilizations & Rise of Religious Traditions

AH.17 Describe Persia, including Zoroastrianism and the development of an imperial bureaucracy.

- I can relay in detail the governmental system of Persia including the emergence of the bureaucracy system
- I can compare the monotheistic practice of Judaism with the rise of Persian Zoroastrianism

AH.18 Describe India, with emphasis on the Aryan migrations and the caste system

- I can analyze the different levels of the Caste System, their impact on Indian culture & society, and their origins from the Aryans
- I can compare & contrast the origins, beliefs, traditions, customs, and spread

AH.19 Describe the origins, beliefs, traditions, customs, and spread of Hinduism.

AH.20 Describe the origins, beliefs, traditions, customs, and spread of Buddhism

AH.21 Describe China, with emphasis on the development of an empire and the construction of the Great Wall

AH.22 Describe the impact of Confucianism, Taoism, and Buddhism

AH.23 Assess the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies.

AH.24 Describe Greek mythology and religion.

AH.25 Identify the social structure and role of slavery, explaining the significance of citizenship and the development of democracy, and comparing the city-states of Athens and Sparta

AH.26 Evaluate the significance of the Persian and Peloponnesian wars

AH.27 Characterize life in Athens during the Golden Age of Pericles.

AH.28 Cite contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle.

of Hinduism, with the origins, beliefs, traditions, customs, and spread of Buddhism.

- I can explain the origins of the Chinese Dynastic cycle, the mandate of Heaven, and the implementation of the Great Wall as a means of protection
- I can compare & contrast the impact & spread of Confucianism, Taoism, and Buddhism on Chinese culture
- I can locate the various Greek City-States on a map
- I can assess the impact of Greek trading in the Mediterranean Sea and contrast the City-State model against more traditional empires
- I can identify the principle gods & goddesses of Greek mythology and explain it compares to other polytheistic religions such as the Egyptians
- I can explain the origins of various types of government found in Greece including democracy
- I can compare the City-States of Athens & Sparta
- I can evaluate both the significance and impact the Persian & Peloponnesian Wars had on the Greek City-States
- I can describe the life of a Greek citizen during the Golden Age and discuss the impact that Pericles had on its society
- I can identify the contributions of the following Greeks:
 - Euripides
 - Herodotus
 - Euclid

AH.29 Explain the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great.

AH.30 Assess the influence of geography on Roman economic, social, and political development.

AH.31 Describe Roman mythology and religion

AH.32 Explain the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic.

AH.33 Sequence events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas.

AH.34 Assess the impact of military conquests on the army, economy, and social structure of Rome.

AH.35 Assess the roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs.

AH.36 Explain the economic, social, and political impact of the Pax Romana.

AH.37 Describe the origin, beliefs, traditions, customs, and spread of Christianity.

- Pythagoras
- Hippocrates
- Socrates
- Aristotle
- Plato

- I can explain the rise, conquest, and fall of Alexander the Great; including the spread of Hellenistic culture
- I can identify features in the rise & formation of the Roman Republic and its influence on trade & culture
- I can compare Roman Mythology with Greek Mythology
- I can identify & explain the key elements of the Roman Republic including:
 - The Latifundia
 - Roman Citizenship
 - The Roman Senate including SPQR
- I can locate on a map the extent of the spread of the Roman Republic
- I can explain the military successes that led to Roman expansion- including the use of professional soldiers
- I can describe the rise and fall of Julius Caesar and Caesar Augustus including:
 - The 1st & 2nd Triumvirates
 - The Fall of the Roman Republic
 - The Death of Julius Caesar
 - The Rise of Roman Empire
- I can explain the economic, social, and political impact of the Pax Romana.
- I can explain the rise and spread of Christianity including its belief systems, traditions, and the life of Jesus of Nazareth

<p>AH.38 Explain the development and significance of the Christian church in the late Roman Empire.</p>	<ul style="list-style-type: none"> • I can identify reasons for the growth and expansion of the Christian Church including the contributions of Constantine
<p>AH.39 List contributions in art and architecture, technology and science, medicine, literature and history, language, religious institutions, and law.</p>	<ul style="list-style-type: none"> • I can list contributions of Roman culture including: <ul style="list-style-type: none"> ○ The Arch ○ Aqueduct ○ Medicine ○ Literature ○ Use of Latin ○ Legal Codes ○ Religious Institutions
<p>AH.40 Cite the reasons for the decline and fall of the Western Roman Empire.</p>	<ul style="list-style-type: none"> • I can identify & explain the reasons for the decline & fall of the Roman Empire

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<p>AH.6 Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events to 1500.</p>	<ul style="list-style-type: none"> • I can analyze and compare the impacts of inter-regional trade networks and how they affected the spread of culture and technology.
<p>State Standards</p>	<p>“I Can” Statements</p>

Postclassical Civilizations: 300-100

AH.41 Explain the establishment of Constantinople as the capital of the Eastern Roman Empire.

AH.42 Identify Justinian and his contributions, including the codification of Roman law, and describing the expansion of the Byzantine Empire and economy

AH.43 Characterize Byzantine art and architecture and the preservation of Greek and Roman traditions.

AH.44 Explain disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church.

AH.45 Map and assess the impact of Byzantine influence and trade on Russia and Eastern Europe

AH.46 Describe the origin, beliefs, traditions, customs, and spread of Islam.

AH.47 Assess the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade

AH.48 Identify historical turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni-Shi'a division and the Battle of Tours

- I can explain the shift of the Roman Empire east with the establishment of Constantinople as the capital

- I can describe the contributions of Justinian to the expansion of the Byzantine Empire including the Code of Justinian and economic development of Constantinople as a trading hub

- I can compare Byzantine art & architecture with that of Greco-Roman style including the building of Hippodrome & the Hagia Sophia

- I can identify the Great Schism and explain the major causes of the split between the Catholic & Greek Orthodox Church

- I can identify on a map Byzantine expansion & influence in Russia
- I can show how Byzantine trade influenced Russian culture

- I can explain the origin, beliefs, traditions, customs, and spread of Islam. Including the work of Muhammad.

- I can explain factors for the rise of the Islamic Empire including trade, social, and political ideas

- I can define & describe the major dividing issue in the Sunni-Shi'a split

AH.49 Cite cultural and scientific contributions and achievements of Islamic civilization

AH.50 Sequence events related to the spread and influence of Christianity and the Catholic Church throughout Europe.

AH.51 Explain the structure of feudal society and its economic, social, and political effects

AH.52 Explain the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire.

AH.53 Sequence events related to the invasions, settlements, and influence of migratory groups, including Angles, Saxons, Magyars, and Vikings.

- I can explain the impact of the Battle of Tours on the spread of Islam in Europe
- I can identify major scientific contributions of Islam & the impact of the House of Wisdom on Islamic culture
- I can place in sequence the events that spread Christianity & Catholic Church influence through Feudal Europe
- I can describe the structure of the Feudal System & explain why it was needed after the fall of the Roman Empire
- I can explain the rise of Charlemagne and the Holy Roman Empire
- I can sequence events related to the invasions, settlements, and influence of migratory groups, including Angles, Saxons, Magyars, and Vikings.

Regional Interactions: 1000-1500

AH.54 Locate major trade routes.

AH.55 Identify technological advances and transfers, networks of economic interdependence, and cultural interactions.

- I can locate on a map all major trade routes including:
 - Silk Road
 - Indian Ocean
 - Trans & Sub-Saharan
 - Mediterranean
 - Hanseatic League
- I can identify goods and ideas traded through various trade networks including:
 - Luxury items
 - Religion
 - Maritime & Caravan Technology
 - New Foods
 - Art, architecture, and traditions

AH.56 Describe Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture.

AH.57 Describe east African kingdoms of Axum and Zimbabwe and west African civilizations of Ghana, Mali, and Songhai in terms of geography, society, economy, and religion.

AH.58 Describe geographic relationships, with emphasis on patterns of development in terms of climate and physical features of the Mayans, Aztecs, and Incans

AH.59 Describe cultural patterns and political and economic structures of the Mayans, Aztecs, and Incans.

AH.60 Describe the emergence of nation-states (England, France, Spain, and Russia) and distinctive political developments in each.

AH.61 Explain conflicts among Eurasian powers, including the Crusades, the Mongol conquests, and the fall of Constantinople.

AH.62 Identify patterns of crisis and recovery related to the Black Death (Bubonic plague).

AH.63 Explain the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science.

AH.64 Identify the economic foundations of the Italian Renaissance.

- I can compare the impact of Shinto & Buddhism on Japan, as well as Chinese influences including the Taika Reforms
- I can describe the social, economic, and religious impact of the African Kingdoms including:
 - Axum/Ethiopia
 - Ghana
 - Mali
 - Songhay
- I can explain the relationship & patterns of development in MesoAmerica and South America including the Mayan, Aztecs, and Inca
- I can describe the political & economic structures of the Mayan, Aztecs, and Inca
- I can describe and explain the return to centralized government in Europe including the rise of monarchies and the Nation-State
- I can explain the conflicts among Eurasian powers, including the Crusades, the Mongol conquests, and the fall of Constantinople.
- I can describe the pattern & recovery related to Bubonic Plague and its contributions to the creation of the middle class
- I can explain the preservation of western thought, its transfer back to Europe through trade and the Crusades, and the importance of the House of Wisdom in that transfer
- I can identify the economic foundations of the Italian Renaissance including the rise & influence of the Italian City-States & the Medici Family

AH.65 Sequence events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in *The Prince*

AH.66 Cite artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch.

AH.67 Compare the Italian and the Northern Renaissance, citing the contributions of writers and artists

- I can sequence events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in *The Prince*

- I can identify the works & impact of Renaissance thinkers and artists including:

- Leonardo da Vinci
- Michelangelo
- Petrarch

- I can compare the Italian and the Northern Renaissance, citing the contributions of writers and artists

