

Wyoming Department of Education Required Virtual Education Course Syllabus

Sheridan County School District # 1

Program Name	Sheridan County School District #1 Virtual School	Content Area	SS
Course ID	AC04058	Grade Level	6 - 8
Course Name	Ancient Civilizations	# of Credits	1
SCED Code	04058	Curriculum Type	Acellus

COURSE DESCRIPTION

Acellus Ancient Civilizations leads Middle School students through a dynamic and engaging discussion of early civilizations from the Paleolithic (Old Stone) Age through the middle ages.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
SS8.1.6	Understand the basic structures of various political systems (e.g., tribal, local, national, and world)
SS8.2.1	Compare and contrast the ways various groups (e.g., cliques, clubs, ethnic communities, and American Indian tribes) meet human needs and concerns (e.g., self-esteem, friendship, and heritage) and contribute to identity, situations, and events.
SS8.2.2	Examine and evaluate how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, and spirituality) contributes to the development and transmission of culture.
SS8.2.3	Compare and contrast the unique cultural characteristics of various groups within Wyoming and the nation.
SS8.2.4	Explain the cultural contributions of and tensions between groups in Wyoming, the United States, and the World (e.g., racial, ethnic, social and institutional)
SS8.3.1	Identify and apply basic economic concepts (e.g., supply, demand, production, exchange and consumption, labor, wages, scarcity, prices, incentives, competition, and profits).
SS8.3.2	Compare and contrast how people organize for the production, distribution, and consumption of goods and services in various economic systems (e.g., characteristics of market, command, and mixed economies).
SS8.3.3	Describe the impact of technological advancements on production, distribution, and consumption. (e.g., businesses and/or corporations in the United States and the world).
SS8.3.4	Explain or illustrate how money is used by individuals, groups, and financial institutions.
SS8.3.5	Describe how values and beliefs influence individual, family, and business decisions (microeconomics).
SS8.4.1	Describe how historical events impact the future (cause and effect) and how change spreads to other places (e.g., spread of industrial revolution or causes of the Civil War).
SS8.4.2	Describe how tools and technology in different historical periods impacted the way people lived, made decisions, and saw the world.
SS8.4.4	Identify historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace).
SS8.4.5	Identify relevant primary and secondary sources for research. Compare and contrast treatment of the same topic in several primary and secondary sources.
SS8.5.2	Analyze and evaluate how physical changes influenced historical events and participate in collaborative problem solving and decision making in the selection of professional and personal choices.

SS8.5.4	Analyze the changes to and consequences of human, natural, and technological impacts on the physical environment.
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SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Unit 1 – Geography Review	SS8.2.3, SS8.4.4, SS8.5.2	In this unit students learn about continents; oceans; latitude; longitude; global address; hemispheres; and climate zones. They also learn about parts of a map; types of maps: physical, political, historical, and distribution; and five themes of geography.
Unit 2 – Archaeology	SS8.1.6, SS8.2.1, SS8.2.2, SS8.2.3, SS8.2.4, SS8.3.2, SS8.3.3, SS8.4.2, SS8.4.4, SS8.4.5, SS8.2.2, SS8.5.4	In this unit students learn about archaeology, primary and secondary sources, and the Paleolithic (Old Stone) Age. They also learn about the transition to the Neolithic Age, the Neolithic (New Stone) Age, and Oetzi, or the Iceman, a man from the Neolithic Period whose frozen body was found in the Alps.
Unit 3 – Mesopotamia	SS8.1.6, SS8.2.1, SS8.2.2, SS8.2.3, SS8.2.4, SS8.3.1, SS8.3.3, SS8.4.2, SS8.4.4, SS8.2.2, SS8.5.2, SS8.5.4	In this unit students learn about timelines, as well as a political map of the Middle East, and the geography of Mesopotamia. They also learn about the benefits of flooding, cuneiform (the first system of writing), government and polytheism, Hammurabi's Code of Law, characteristics of a civilization, and the contributions made by Mesopotamia, as well as Assyria and Chaldea.
Unit 4 – Egypt and Nubia	SS8.1.6, SS8.2.1, SS8.2.2, SS8.2.3, SS8.2.4, SS8.3.1, SS8.3.5, SS8.4.4, SS8.2.2	In this unit students learn about the geography of Egypt, its social pyramid, religious practices in Egypt and daily life in Ancient Egypt. They also learn about the Old, Middle, and New Kingdoms, Hatshepsut, King Tut, Ramses II, and contributions made by Egypt. In addition, students learn about Nubia, the defeat of Egypt by Kush, and Meroe.
Unit 5 – Monotheistic Religions	SS8.1.6, SS8.2.1, SS8.2.2, SS8.2.3, SS8.2.4, SS8.3.5, SS8.4.4, SS8.2.2	In this unit students learn about religion, Abraham and the Covenant, Moses and the Israelites, Solomon's Temple, and Jesus of Nazareth and his parables, teachings, and
Unit 6 – Islamic Empires	SS8.1.6, SS8.2.1, SS8.2.2, SS8.2.3, SS8.2.4, SS8.3.1, SS8.3.4, SS8.4.4, SS8.2.2	In this unit students study the Muslim Empire. They learn about trade, how Islam split, Abbasids, Seljuk Turka, Ottoman, and Mogul.
Unit 7 – Africa	SS8.1.6, SS8.2.1, SS8.2.2, SS8.2.3, SS8.2.4, SS8.3.1, SS8.3.2, SS8.3.5, SS8.4.4, SS8.2.2, SS8.5.2, SS8.5.4	In this unit students learn about Africa and its geography and vegetation, the Trans-Saharan Journey, the role of oral tradition, and religious practices in Africa. They also learn about the West African Empires, supply and demand, the gold and salt trades, Mansa Musa and the Mali Empire, the gold and salt trade today, and West Africa today.

Unit 8 – India	SS8.1.6, SS8.2.1, SS8.2.2, SS8.2.3, SS8.2.4, SS8.3.1, SS8.4.4, SS8.2.2	In this unit students study a political map of India and learn about the geography of India, monsoons, the Harappan Culture of Mohenjo-Daro and civilization there. They also learn about Hinduism, including Brahman and multiple gods as well as Dharma, Karma, and Samsara. In addition, they learn about the caste system, the untouchables and civil rights, the life of Siddhartha Gautama, the Four Noble Truths, the Eightfold Path and the spread of Buddhism, and contributions of ancient India.
Unit 9 – China	SS8.1.6, SS8.2.1, SS8.2.2, SS8.2.3, SS8.2.4, SS8.3.1, SS8.3.2, SS8.3.3, SS8.4.1, SS8.4.4, SS8.2.2, SS8.5.4	In this unit students study a political map and the geography of China, and learn about rice cultivation, the steps involved in rice cultivation, and the connection between population and rice cultivation. They also learn about the Shang Dynasty and the Mandate of Heaven, the Zhou Dynasty, warring states, the birth of philosophies, Confucianism, Daoism, and Legalism, as well as the Qin Dynasty, the Great Wall of China, the Tomb of Qin Shi Huandi, the Han Dynasty, and inventions in ancient China.
Unit 10 – Feudal Japan	SS8.1.6, SS8.2.1, SS8.2.2, SS8.2.3, SS8.2.4, SS8.4.1, SS8.4.4, SS8.2.2	In this unit students learn about the geography of Japan, the Chinese influences on Japan, from early Japan to Fujiwara, and feudal Japan. They also learn about the decline of feudalism and Japanese isolation.
Unit 11 – Ancient Greece – Birth to Democracy	SS8.1.6, SS8.2.1, SS8.2.2, SS8.2.3, SS8.2.4, SS8.4.1, SS8.4.4, SS8.2.2	In this unit students learn about the geography of Greece, the influence of the Phoenicians, how the Minoans and Mycenaeans began Greek Culture, the Trojan War, and the dark ages, They also learn about Athens as the birth place of democracy, the polis, slavery, monarchy, oligarchy, tyranny, democracy, and branches of democracy.
Unit 12 – Ancient Greece – Sparta to Alexander the Great	SS8.1.6, SS8.2.1, SS8.2.2, SS8.2.3, SS8.2.4, SS8.3.1, SS8.3.3, SS8.4.1, SS8.4.2, SS8.4.4, SS8.2.2	In this unit students learn about the Hoplites; warfare; the Greek Warrior; Sparta as the City of Soldiers; soldiers, slaves, and women in Sparta; and Athens versus Sparta. They also learn about the Persian War, including the Battles of Marathon, Thermopylae, Salamis, and finally Plataea, where Persia was defeated. In addition, students learn about the Golden Age of Athens, the Delian League versus the Aegean League in the Peloponnesian War, contributions of Ancient Greece, Greek columns, Alexander the Great and how he built his empire, and the Hellenistic Age.
Unit 13 – Ancient Rome – Beginnings to Fall of Caesar	SS8.1.6, SS8.2.1, SS8.2.2, SS8.2.3, SS8.2.4, SS8.3.1, SS8.4.1, SS8.4.4, SS8.2.2	In this unit students learn about the Legend of Romulus and Remus, the geography of Rome, the Etruscan Rule, Horatius at the Bridge, and the rise and structure of the Republic. Students also learn about the Punic Wars, including Carthage, Sicily, the First Punic War, Hannibal, the final battle that destroyed Carthage, and the results. In addition, students study the rise and fall of Julius Caesar, and Caesar's accomplishments.

Unit 14 – Pax Romana to Fall of Rome	SS8.1.6, SS8.2.1, SS8.2.2, SS8.2.3, SS8.2.4, SS8.3.1, SS8.3.2, SS8.3.3, SS8.4.2, SS8.4.4, SS8.2.2	In this unit students learn about Augustus Caesar, Rome's first emperor, as well as Pax Romana's roads and communication, Greek influences, and Roman architecture, They also learn about Christians in Rome, the division of the Roman Empire, the collapse of Rome, and the achievements of Ancient Rome.
Unit 15 – Early American Civilizations	SS8.1.6, SS8.2.1, SS8.2.2, SS8.2.3, SS8.2.4, SS8.4.1, SS8.4.4, SS8.2.2	In this unit students learn about the geography of the Americas and the first Americans. They study the Olmecs, the Mayans, Mayan cities and warfare among them, the Aztecs, the Incas, the cliff dwellers, and the mound builders.
Unit 16 – Middle Ages	SS8.1.6, SS8.2.1, SS8.2.2, SS8.2.3, SS8.2.4, SS8.3.1, SS8.4.4, SS8.2.2	In this unit students study a political map and the geography of Europe. They also learn about Maslow's Hierarchy of Needs, the development of feudal Europe, a feudal social pyramid, the Crusades, the Magna Charta which was designed to limit the power of the King, conditions that encouraged the Black Death and causes of this disease, how the Crusades, the Magna Charta, and the Black Death ended the Middle Ages. In addition, they learn how culture was reborn through the Renaissance, and Martin Luther and Protestant Reformation. They also study a visual timeline.