



South Windsor High School  
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 website: [www.southwindsorschools.org/highschool](http://www.southwindsorschools.org/highschool)

**2023 - 2024 COURSE EXPECTATIONS**

<b>Course Name:</b>	Ancient World History
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Teacher Name(s)	Email	Phone
DeCubellis, Theresa	tdecubellis@swindsor.k12.ct.us	(860) 474-1856

**Course Overview:**  
 This course will begin with an analysis of how technological discoveries, such as the use of the domestication of animals and the cultivation of plant seeds, contributed to the development of major human civilizations in the Middle East, Africa, India and China. As the semester progresses, increasing attention will be given to understanding and appreciating the “great” civilizations that arose in Africa, the Middle East, India, China, Greece and Rome. Comparisons and contrasts will be made among the various civilizations. The political, economic, religious, sociological, intellectual, artistic, and technological aspects of each civilization will be examined in depth.

**Vision of the Successful Student And Core Competencies:**  
 The students will understand:

- Literacy skills needed to demonstrate effective reading and writing in the subject area.
- Trade and warfare affected relations between the Fertile Crescent civilizations and Egypt by resulting in wealth and the spread of technology.
- Egypt’s Nile became the source of Egypt’s existence and prosperity.
- Due to the various Indian civilizations and empires, India’s religion, culture, and technology were constantly evolving and changing.
- Hinduism and Buddhism are similar through their beliefs in reincarnation and nonviolence, yet different in their beliefs on the caste system and the role of the gods.
- Each dynasty of China generated unity either through philosophy, the economy, government measures, or building projects.
- The three Chinese philosophies are not similar, and all vary in their attitude towards the roles of government and society.
- Geography influenced the city-states of Ancient Greece by allowing them to remain individual, independent entities.
- Athens and Sparta were two distinct city-states that differed both in government and culture, thus leading to a rivalry.
- Wars impacted Greece by leading to the economic and cultural rise of Greek city-states, while at the same time leading to their downfall as well.
- Alexander the Great’s accomplishments led to the rise of the Hellenistic world.
- Political power and citizenship in Rome shifted based upon the outcome of wars and the seizure of power by both individuals and groups.

- Rome imposed unity through their use of toleration, yet also controlled society through their use of bread and circuses and the suppression of revolts.
- The question of Rome falling is debatable due to the rise of the Byzantine Empire.

**Materials and Resources to Support Student Learning:**

- Supplemental primary source readings relating to the time period under study.
- Supplemental secondary readings from books such as: Susan Wise Bauer’s *The History of the Ancient World* and John Canning’s (ed.) *100 Great Kings, Queens, and Rulers of the World*.
- Supplemental secondary readings from periodicals such as: *Archaeology*, *Smithsonian*, *History Today*, and *All About History*.

**Evidence of Student Learning:**

<b>Assessments</b>	<b>80%</b>	<p>Might include activities that allow students to demonstrate mastery and application of taught concepts and skills such as:</p> <ul style="list-style-type: none"> <li>• Performance tasks</li> <li>• Quizzes or tests</li> <li>• DQBs &amp; Inquiry &amp; Short Answer Questions</li> <li>• Student products including: websites, podcasts, slideshows, etc.</li> </ul>
<b>Learner Tasks</b>	<b>20%</b>	<p>Might include opportunities to practice skills and demonstrate growth such as:</p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Classwork</li> <li>• Primary source analysis</li> <li>• Secondary source analysis</li> <li>• Other class specific practices/tasks</li> </ul>

Please refer to the Bobcat handbook for the academic integrity code.

**STUDENT AND PARENT ACKNOWLEDGMENT**

I, the undersigned student, have read this document and understand the expectations for the course.

Student Name (printed):

Student’s Signature:	Date:
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As the parent/guardian of the above-named student, I acknowledge that my daughter/son has shared the course expectations with me.

Parent Name (printed):

Parent Signature:	Date:
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