

Ministry of Higher Education and Scientific Research

General Directorate of Education and Training
Directorate of Education in the First and Second Cycles
Sub-Directorate of Higher Schools

Educational Course Program for Students of Teacher Training Schools and Their Affiliates

Would-be Teacher Profile: Middle School English Teacher				Level: First Year	Semester: 2
Module	Code	Coefficient	Lectures	TD	Weekly Hourly Volume
Culture Studies 2		2	0	1	1hour30mn
Targeted capabilities and/or competencies (learning objectives): Beyond historical knowledge, this course develops a range of pedagogical and practical skills. These include historical understanding and analysis, enabling students to identify and explain key events and transformations in Western history. It also enables students to interpret ancient literary texts in their historical and cultural context while recognizing literary forms and moral themes. It also encourages participation in academic discussions and writing. It develops respect for cultural diversity and different ways of thinking and understanding how the past shapes present identities and societies.					
Expected values and behaviors: curiosity, perseverance and growth mindset.					
Necessary prerequisites: Students should be aware of basic techniques of English use.					
Forms of evaluating the achievement of goals: Formative assessment 50% + Written exam: 50%					

Knowledge resources that feed into the targeted capabilities and/or competencies	Pedagogical guidelines for construction, anchoring, and formative assessment	Hourly volume
The Worlds of Classical Antiquity <ul style="list-style-type: none"> ↳ Greek Civilization Greece's Geographic Setting, Greek Beginnings, The Trojan War, The Dark Ages of Greece, Political system ↳ Democracy in Greece: the Golden Age of Athens, ancient Greek Religious Beliefs, the end of Athens Golden Age, the Peloponnesian war, the causes and the effect of the war. 	Practical aspect (directed work, applied work)	
	<p>The teacher should use visual aids like timelines, maps, and diagrams to show political development (monarchy, oligarchy, tyranny, and democracy) as well as the geographical features that influenced the development of Greek politics, trade, and cultural exchange. Students will be asked to reflect on why the Greeks never formed a large empire like Egypt or Mesopotamia. This can be done through oral discussion or in writing.</p> <p>Oral presentation by students. An activity will be assigned to examine character complexity and the interpretation of motifs such as fate vs. free will, hospitality, and the hero's journey. Another activity is to explore Greek values of honor, hospitality, and piety. Learn about Greek society, mythology warfare, as well as relate the mythical story to the historical fact of the Trojan War.</p>	13 weeks 1.5h /week

↳ **Homer's *Iliad and Odyssey*,
*Tales of the Trojan War.***

Ask students to read and reflect on historical texts about Philip II and Alexander the Great to see how the Hellenistic world was built through conquest and cultural blending. Reinforce discussion with the historical causes and effects.

↳ **The Hellenistic period**

Philip II of Macedonia, Alexander the Great (Alexander's Empire
Alexandria End of the Empire)

Using a visual map is essential for introducing the Roman Republic and Empire. It allows students to visualize expansion and shifts in power. It stimulates discussion and debate, particularly when highlighting key turning points and territorial shifts. It also prompts questions such as: Why did Rome continue to expand? (This activity invites students to identify all of these aspects for political, economic, military, and cultural reasons.)

↳ **The Roman Republic**

Roman Expansion, The Punic Wars, Effects of Conquest, the Decline of the Roman Republic

↳ **The Roman Empire**

The Beginning of the Empire, a vast and powerful Empire, Emperors of the Early Empire Roman Religion (The Rise of Christianity)

EXAM OF S2

List of References

1. Duiker, W. J., & Spielvogel, J. J. (2015). *World History, Volume I: To 1800*. Nelson Education.
2. Berger, E., Israel, G., Miller, C., Parkinson, B., Reeves, A., & Williams, N. (2023). *World History: Cultures, States, and Societies to 1500*. DigiCat.
3. Owino, M., Rose, S., & Wrenhaven, K. L. (2019). *HIS 103: Ancient World History to 1300 CE*. MSL Academic Endeavors.
4. Garland, R. (2020). *The Greek World a Study of History and Culture*. Colgate University.
5. King, K. C. (2012). *Ancient epic*. John Wiley & Sons.
6. George, A. R. (2009). Gilgamesh and the literary traditions of ancient Mesopotamia. In *The Babylonian World* (pp. 447-459). Routledge.