**Honors Ancient History**

**Signal Mountain Middle High School**

**2016-2017**

**Teacher: Nancy Baxley                        Phone:423-886-0880**

**Room:   2146                             Extension: 233**

**Help Time: Directed Studies and by appointment            Fax: 423-886-0881 (attn: Nancy Baxley)**

**Email:** **baxley\_n@hcde.org** **Credit: 1 unit**

**Course Description:**

    Students will examine the major periods of Ancient History from prehistoric times to 1500 AD/CE. Major emphasis will be given to the Neolithic Revolution, the development of river valley civilizations, the rise of Greece and Rome, and the decline and fall of the Roman Empire. As an Honors course, students will read and use excerpts from The Prince, Gilgamesh, doctrines from various world religions, and Greek classics. In addition, students will write an exploratory, comparative essay.

**Course Objectives:**

**Quarter 1 - Social Studies Skills**

The student will improve skills in historical research and geographical analysis.

\* Analyze primary and secondary source about events to 1500

\* Use maps, globes, graphics, and other manipulatives to interpret the past to 1500

\* Identify major geographic features, political boundaries, locations of civilizations and kingdoms from 4000 BC/BCE to 1500

\* Analyze trends in migration and impact of economic forces to 1500

Human Origins and Early Civilizations, Prehistory to 1000 BC/BCE

The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution; ancient river valley civilizations and the civilizations of the Ancient Israelites, Phoenicians, and Nubians.

\* Explain impact of geographic environment and list characteristics of hunter-gatherer societies

\* Locate civilizations in time and place

\* Explain archaeological discoveries changing present day knowledge of early peoples

\* Describe technological and social advancements that created communities

\* Describe social and political patterns

\* Explain religious traditions

\* Describe origins, beliefs, traditions, contributions, and spread of Judaism from circa 1000 BC/BCE to 135 AD/CE

\* Explain development of Language and writing

**Quarter 2 Classical Civilizations and Rise of Religious Traditions, 1000 BC/BCE to 500 AD/CE**

Student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations.

The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization and of ancient Rome from 100 BC/BCE to 500 AD/CE in terms of its impact on Western civilization.

\* Describe Persia including Zoroastrianism

\* Describe India, Aryan migrations and caste system

\* Describe origins, beliefs, traditions, customs, and spread of Hinduism, Buddhism, and China’s development of empire

\* Describe impact of Asian religions

\* Assess influence of geography on Greek development and describe e their mythology and religion

\* Identify social structure, role, significance to citizenship and development of slavery in Greece and Athens.

\* Evaluate, characterize and cite contributions of Peloponnesian wars, Golden Age of Pericles, drama, poetry, history, architecture, science, mathematics and philosophy

\* Emphasize teachings of Socrates, Plato, Aristotle

\* Explain conquest of Greece and Alexander the Great influence

\* Assess influence of Rome on geography, economic, social and political development on the world

\* Describe Roman mythology and religion and Roman view of slavery

\* List sequence of events leading to Roman military domination of Mediterranean and Western Europe

\* Assess roles of Caesars, collapse of Roman Republic, rise of monarchs, and Pax Romana

\* Describe spread of Christianity and reasons for decline and fall of the Western Roman Empire

\* List contributions of Rome to the world

**Quarter 3 Postclassical Civilizations, 300-1000 AD/CE**

The student will demonstrate knowledge of the Byzantine Empire and Russia from 300-1000 AD/CE; Islamic civilization 600-1000 AD/CE; and Western Europe during Middle Ages 500-1000 AD/CE in terms of its impact on Western civilization.

\* Explain establishment of Constantinople

\* Identify Justinian and his contributions

\* Characterize Byzantine art and architecture

\* Explain disputes between the Roman Catholic Church and the Greek Orthodox Church

\* Map Byzantine influence and trade on Russia and Eastern Europe

\* Describe spread of Islam and geographic influence on economic, social, and political development including conquest and trade

\* Identify historical turning points of the Sunni-Shia division and the Battle of Tours

\* Cite Islamic cultural contributions and achievements

\* Sequence events related to spread and influence of Christianity

\* Explain the structure of feudal society

\* Explain the rise of Frankish kings, Age of Charlemagne, and revival of idea of Roman Empire

\* Sequence events related to invasions of migratory groups

**Quarter 4 Regional Interactions, 1000 to 1500 AD/CE**

The student will demonstrate knowledge of civilizations and empires of the Eastern and Western Hemispheres; social, economic, and political changes and cultural achievements in the late medieval period, and developments leading to the Renaissance in Europe in terms of its impact on Western civilization.

\* Locate major trade routes

\* Identify technological advances, transfers, and networks of economic interdependence, and cultural interactions

\* Describe Japan with emphasis on religious teachings and culture

\* Describe east African kingdoms and west African civilizations

\* Describe geographic relationships, cultural patterns, and development of Mayans, Aztecs, and Incans

\* Explain conflicts among Eurasian powers, Crusades, Mongols and the fall of Constantinople

\* Identify the Black Death crisis and recovery

**Required Course Materials**:

* ~1.5 ” Three ring binder
* loose-leaf notebook paper
* 7 Dividers or Tabs
* Pencils and/or  Pens, Colored Pencils

**Units / Tab titles:**

* Unit 1: [Beginnings of Civilization](https://signalmtn.managebac.com/classes/10393367/units/171883)
* Unit 2: [Beginnings of World Belief Systems](https://signalmtn.managebac.com/classes/10393367/units/171884)
* Unit 3: [Classical Civilizations](https://signalmtn.managebac.com/classes/10393367/units/171885)
* Unit 4:[Networks of Communication and Exchange](https://signalmtn.managebac.com/classes/10393367/units/171886)
* Unit 5: [Growth of Cultural Communities](https://signalmtn.managebac.com/classes/10393367/units/171887)
* Unit 6: [Patterns of Culture](https://signalmtn.managebac.com/classes/10393367/units/171889)
* Unit 7: [Maritime Revolution](https://signalmtn.managebac.com/classes/10393367/units/171890)

**Grading Policy:**

    A    93-100

    B    85-92

    C    77-84

    D    70-76

    F    69 and below.

**Grading Policy:**

Homework, quizzes, classwork, or any other formative assessments given throughout the school year will be worth 50 percent of the student’s grade. The other 50 percent will consist of summative assessments that may include tests, research papers, oral reports, or any other assignment identified by the teacher.

**Classroom Rules:**

* **Be Prompt** – always be on time, when the door shuts you are considered tardy
* **Be Prepared** – have your book, notebook, and writing utensils each day
* **Be patient** – Remember there is only one teacher and many of you who each have different learning styles
* **Be polite** – show respect for the teacher, fellow students, and all others who enter the classroom

**Consequences:**

* 1st offense: verbal warning
* 2nd offense: Possible consequence including a second verbal warning, teacher assigned detention, and / or parental notification
* 3rd offense: referral to the office to be handled at the administrator’s discretion

\*Teachers and administrators reserve the right to use consequence not listed in the order above that better fit the behavior.

**Passes out of Class:**

There will be a sign in/out sheet located next to my door. If a student leaves my classroom, he or she must sign out and back in each time. No exceptions! I know emergencies arise during the school year, however students should not abuse this privilege. I value each students’ presence in my classroom!

**Make-Up Work:**

Class work/ Homework: If you miss a day, you will need to pick up your make-up work that can be found in the corner of my classroom before class starts.  All classwork & homework from the day you are absent will be due the next day.  Any work you miss will receive the grade of zero until it is made up or turned in. Also, all assignments will be posted onto the ManageBac website.

Tests/ Quizzes: All tests and quizzes must be taken in Coach Clark’s class or with another approved teacher should Coach Clark not be available. If you are absent on the day of a test or quiz a note will be taped to the white board with your name, topic you missed, and deadline to make it up. Only once this has been taken or the deadline has passed will the note be removed from the board.

**\*\* Students are responsible for making up assignments and only partial credit will be given beyond due dates.  It is the student’s responsibility to contact the teacher on the first chance to get make up work.**

**Extra Help:**

I am available each morning by 7:00 for extra help. Please get a pass prior to coming to ensure that you can come to my room.

**Electronic Device Policy**

SMMHS does not assume any responsibility should any devices be lost, damaged, or stolen.

Cell phones are not to be used during the school day EXCEPT with permission from the teacher or at lunch IN THE DINING HALL or in the Quad for High School Students. Use of cell phones or electronic devices includes posting on social media sites, texting as well as placing calls.  Electronic Devices (Cell phones, iPads, computers, MP3 players or other music devices, Nooks, Kindles, etc.) may be used within an individual teacher’s classroom AT THE TEACHER’S DISCRETION AND WITH HIS OR HER PERMISSION.

**I believe that electronic devices are necessary for today’s student to be successful in the classroom. However, I am very aware of the distraction that comes along with these great devices. If a student abuses their privilege to have an electronic device inside the classroom, then I reserve the right to take up the device and follow SMMHS electronic device confiscation protocol.**

**Keeping up and keeping in contact:**

I will be using the ManageBac system to upload assignments, provide information to students and parents, and anything else that may arise during the school year. Please use this tool. I am currently learning the ManageBac system and I believe it is a great tool to communicate between teacher, parent, and student.

**Ancient History Contract**

Your initials and signatures indicate that you have read through the syllabus carefully and that you understand Coach Clark’s rules and expectations in addition to the school rules.

\_\_\_\_\_   \_\_\_\_\_    I understand that I will be given a 0 for any grade not turned in until that grade has been turned in within a set time period.

\_\_\_\_\_   \_\_\_\_\_    I understand that late work will not receive full credit and points will be deducted proportionally based on how late the work has been turned in.

**“Bring Your Own Device” Policy (BYOD)**Please initial next to each statement concerning District 5’s New Electronic Device Policy acknowledging that you have read and understand each.

\_\_\_\_\_   \_\_\_\_\_    “Students may use such devices before school, during class changes, during lunches, and after school.”

\_\_\_\_\_   \_\_\_\_\_    “Students may use such devices during class time for INSTRUCTIONAL purposes with the expressed PERMISSION of the teacher.”

\_\_\_\_\_   \_\_\_\_\_    “Should a student cause a disruption…the behavior will be addressed through the school discipline code according to the type and severity of the disruption.”

\_\_\_\_\_   \_\_\_\_\_    “Devices may not be used in any area where personal privacy of others must be respected such as dressing or restrooms.”

\_\_\_\_\_   \_\_\_\_\_    “The creation of videos or pictures IS NOT PERMITTED without prior approval of an administrator.”

\_\_\_\_\_   \_\_\_\_\_    “The school is NOT RESPONSIBLE for any devices that are lost, stolen, or damaged while being used on school property.”

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(Print student name)            (Sign student name)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Print parent name)            (Sign parent name)

Note: This document will be reviewed with the student during class time. Failure to return a signed document to Coach Clark will not be accepted as an excuse for not following her expectations.

**Contact Information:**

Mother/Guardian’s names\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Father/Guardian’s name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mother’s Work/Cell:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Father’s Work/cell:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mother’s email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Father’s Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home #:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Alternative phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_