

NORTH SALEM HIGH SCHOOL
COURSE INFORMATION SHEET 2019 - 2020

Course Title: Global History and Geography I Regents
Teacher: Mr. Christopher Regan
Course Prerequisite, if any: Successful completion of 8th Grade Social Studies & recommendation from 8th grade teacher

I. Course Description

The Global History I Regents core curriculum is designed to focus on the five Social Studies Standards, and six Social Studies Practices while implementing Reading and Writing Standards for Literacy. Global I begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course emphasizes the key themes / enduring issues of interactions over time, shifts in political power and the role of belief systems. Global I culminates with a final exam in June.

II. Suggestions to Students

- A. You will receive numerous handouts as well as tests and quizzes that you should be kept in a binder or accordion folder dedicated solely for the work in our class. It is important to keep all materials in an organized manner. It is also recommended that students take notes while doing the reading assignments.
- B. An assignment sheet for a unit or chapter will be distributed with the unit work packet. **No assignment will be accepted once we leave a particular chapter or unit of study.**
- C. All exams (tests and quizzes) and assignments missed due to a legal absence are to be made up before we complete the chapter we are currently working on. Students who miss exams for **any** reason will take a make-up test that will consist of a series of short essays. It is your responsibility to find out what you miss and to make arrangements with me to make up the work. Any test, quiz, or other assignment missed due to an illegal absence will result in a zero. If you need extra help please see me immediately. **I want you to succeed!**

III. Text Titles

- A. Major Text – Ellis & Esler. *World History: Connections to Today*, Prentice Hall, 2005.

B. Supplemental Texts -

The Global Experience: Readings in World History to 1500.
Prentice Hall, 1998.

*Aspects of Western Civilization: Problems and Sources in
World History, 3rd ed.* Prentice Hall, 1997

IV. Grading Policy

- A. Homework is assigned most nights in the Unit packet and will include reading & taking notes from text, answering questions, watching videos, summarizing the class lesson, preparing for the next day's class and studying for tests and quizzes. The unit homework packet will be collected on the day of the unit exam. **Late homework packets will not be accepted once we have completed the unit we are currently studying.** Unit packets are graded holistically based on their thoroughness / completeness, legibility, effort, and 'correctness.' Although homework is not graded on a daily basis it is imperative for students to keep up with their assigned work on a daily basis.
- B. One project per marking period, topic presentations, written or creative project on a major unit of study.

V. Testing Policy

- A. Regular scheduled quizzes on nightly reading assignments and key unit content. Tests will be returned within one week of completion of the exam.
- B. Chapter tests will be given every 2 - 3 weeks, depending on the length of the chapter. Tests, whenever possible, will be formatted to mirror both the Global History & Geography Regents examination and the A.P. European History examination. Chapter tests will account for 35% of the marking period grade.

VI. Grading Policy (Numerical)

- A. Homework packets will be checked and graded and combined with your class participation and other in class assignments. This equals 20% of your marking period grade. Homework will not be accepted once we have completed the current chapter of study.

- B. The quiz average will be equal to 25% of your marking period grade.
- C. Projects will be equal to 20% of your grade.
- D. The unit test average will be equal to 35% of your grade.
- E. Your final year's average equals the four marking periods counting 80% and the Final Examination counting 20%. The final exam will be given in mid - June after classes have been completed.
- F. ALL PLAGIARIZED WORK IS AN AUTOMATIC ZERO. Don't do it!

VII. Attendance and Tardiness

- A. Being in class every day is essential. You cannot participate in class discussions and/or activities if you are not present.
- B. Lateness to class will not be tolerated as it disrupts students and teacher alike. Attendance will be handled by the District Attendance Policy, adopted June 2012.

VIII. Extra Help Days and Locations

- A. Extra help and make up work sessions will be held every week in room W-12 on Tuesdays and Wednesdays from 2:15 - 2:55 p.m.
- B. Don't fail to take advantage of this special allotted time segment.

IX. Other Pertinent Information

- A. Be consistent & organized --- do all of your work on a daily basis and you should do extremely well.
- B. Students enrolled in a full-year course may drop a course with no entry made on their transcripts and permanent records if they do so prior to the beginning of the 7th week of school. Students seeking to drop the course beyond the beginning of the 7th week of school will have an entry of drop-pass or drop-fail on their transcripts and permanent records.
- C. I will send home additional progress reports at the half-way mark of each Marking Period and at the end of each Marking Period, and as requested by students or parents. I may ask that these progress reports be signed and returned promptly from time to time.

- D. To continue on & be recommended for the Advanced Placement European History class, a student must attain an overall average of 85%. Failure to attain an 85% overall average will result in the recommendation for student placement in Global History & Geography II Regents.

X. Communication.

- A. Mr. Regan: (914) 669-5414, x 2161, e-mail to:
Cregan@northsalemschools.org
- B. School Web site: <http://www.northsalemschools.org>
- C. Course Web Site: <http://reganglobal1r.weebly.com>

The First Civilizations, ca. 10,000 B.C.E. – ca. 630 C.E. 9.1

9.1 -- DEVELOPMENT OF CIVILIZATION: The development of agriculture enabled the rise of the first civilizations, located primarily along river valleys; these complex societies were influenced by geographic conditions, and shared a number of defining political, social, and economic characteristics. (Standards: 2, 3, 4; Themes: TCC, GEO, ECO, TECH)

- 9.1a -- The Paleolithic Era was characterized by non-sedentary hunting and gathering lifestyles, whereas the Neolithic Era was characterized by a turn to agriculture, herding, and semisedentary lifestyles. Students will analyze the political, social, and economic differences in human lives before and after the Neolithic Revolution, including the shift in roles of men and women.
- 9.1b -- Complex societies and civilizations adapted to and modified their environment to meet the needs of their population. Students will explore how the Mesopotamian, Shang, and Indus River valley civilizations adapted to and modified their environments to meet their need for food, clothing, and shelter.
- 9.1c -- Complex societies and civilizations shared common characteristics of religion, job specialization, cities, government, language/writing systems, technology, and social hierarchy, and they made unique contributions. Students will explore the Mesopotamian, Shang, and Indus River valley civilizations by

examining archaeological and historical evidence to compare and contrast characteristics and note their unique contributions.

9.2 -- BELIEF SYSTEMS: RISE AND IMPACT: The emergence and spread of belief systems influenced and shaped the development of cultures, as well as their traditions and identities. Important similarities and differences between these belief systems are found in their core beliefs, ethical codes, practices, and social relationships. (Standards: 2, 3; Themes: ID, SOC)

- 9.2a Belief systems developed beliefs and practices to address questions of origin, the requirements to live a good life, and the nature of the afterlife. Students will identify the place of origin, compare and contrast the core beliefs and practices, and explore the sacred texts and ethical codes for Hinduism, Buddhism, Judaism, Christianity, Islam, Confucianism, and Daoism.
- 9.2b Belief systems were often used to unify groups of people, and affected social order and gender roles. Students will examine similarities and differences between Hinduism, Buddhism, Judaism, Christianity, Islam, and Confucianism regarding their effects on social order and gender roles. Classical Societies, 600 B.C.E. – ca. 900 C.E.

9.3 -- CLASSICAL CIVILIZATIONS: EXPANSION, ACHIEVEMENT, DECLINE: Classical civilizations in Eurasia and Mesoamerica employed a variety of methods to expand and maintain control over vast territories. They developed lasting cultural achievements. Both internal and external forces led to the eventual decline of these empires. (Standards: 2, 3, 5; Themes: MOV, TCC, GEO, GOV, CIV)

- 9.3a Geographic factors encouraged and hindered a state's/empire's expansion and interactions. Students will examine the locations and relative sizes of classical political entities (Greece, Gupta, Han, Maurya, Maya, Qin, Rome) noting the location and size of each in relation to the amount of power each held within a region. Students will investigate how geographic factors encouraged or hindered expansion and interactions within the Greek, Roman, and Mayan civilizations.
- 9.3b Empires used belief systems, systems of law, forms of government, military forces, and social hierarchies to consolidate and expand power. Students will compare and contrast how the Mauryan, Qin, and Roman civilizations consolidated and increased power.

- 9.3c A period of peace, prosperity, and cultural achievements can be designated as a Golden Age. Students will examine the achievements of Greece, Gupta, Han Dynasty, Maya, and Rome to determine if the civilizations experienced a Golden Age.
- 9.3d Political, socioeconomic, and environmental issues, external conflicts, and nomadic invasions led to the decline and fall of Classical empires. Students will compare and contrast the forces that led to the fall of the Han Dynasty, the Mayan civilization, and the Roman Empire. Grades 9-12 Page 12 An Age of Expanding Connections, ca. 500 – ca. 1500

9.4 -- RISE OF TRANSREGIONAL TRADE NETWORKS: During the classical and postclassical eras, transregional trade networks emerged and/or expanded. These networks of exchange influenced the economic and political development of states and empires. (Standards: 2, 3, 4; Themes: ID, MOV, GEO, ECO, TECH, EXCH)

- 9.4a Afro-Eurasian transregional trade networks grew across land and bodies of water. Students will identify the location of the transregional trade networks noting regional connections between the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes.
- 9.4b New technologies facilitated and improved interregional travel during this era by allowing people to traverse previously prohibitive physical landscapes and waterways. Students will examine the technologies that facilitated and improved interregional travel along the Indian Ocean and Trans-Saharan networks of exchange.
- 9.4c Interregional travelers, traders, missionaries, and nomads carried products and natural resources, and brought with them enslaved people and ideas that led to cultural diffusion. Students will identify and explain the importance of at least two key resources and/or products and/or luxury items vital to exchanges along the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes. Students will identify trade networks involved in the exchange of enslaved people and explore the nature of slavery during this time period. Students will examine the diffusion of religious ideas along the Indian Ocean complex, Silk Roads, and Trans-Saharan routes. Students will examine the travels of Zheng He, Ibn Battuta, and Marco Polo and the influence of their journeys.

- 9.4d Control of transregional trade and economic growth contributed to the emergence and expansion of political states. Students will examine the emergence and expansion of political states along the Mediterranean Sea complex (the Byzantine Empire and rise of the Ottoman Empire) and Trans-Saharan routes (Ghana and Mali).

9.5 -- POLITICAL POWERS AND ACHIEVEMENTS: New power arrangements emerged across Eurasia. Political states and empires employed a variety of techniques for expanding and maintaining control. Periods of relative stability allowed for significant cultural, technological, and scientific innovations. (Standards: 2, 3, 4, 5; Themes ID, MOV, GOV, CIV, TECH)

- 9.5a Following the fall of the Roman Empire, divergent societies emerged in Europe. Students will examine the political, economic, and social institutions of feudal Western Europe and the Byzantine Empire, including the role of Justinian and Theodora during the Middle Ages. Students will compare and contrast the institutions in feudal Western Europe and the Byzantine Empire ca. 500 to ca. 1200.
- 9.5b Political states and empires employed a variety of techniques for expanding and maintaining control, and sometimes disrupted state-building in other regions. Students will examine the locations and relative sizes of postclassical states and empires at the heights of their power, including the Abbasid Caliphate, Byzantine Empire, Mongol Empire, and Song and Tang dynasties, noting relative position, power within their regions and the areas they influenced. Students will compare and contrast the empire-building processes of the Mongols and the Islamic caliphates, noting important disruptions in other regions.
- 9.5c Periods of stability and prosperity enabled cultural, technological, and scientific achievements and innovations that built on or blended with available knowledge, and often led to cultural diffusion. Students will compare and contrast the achievements and innovations of the Tang and Song dynasties with the Abbasid Caliphate. Students will explore the spread and evolution of technology and learning from East Asia to Western Europe via the Middle East (e.g., gunpowder, ship technology, navigation, printing, paper). Students will examine feudal Japan, tracing the previous arrival of elements of Chinese culture (e.g., Buddhism, writing, poetry, art) and how those elements were adopted in and adapted to Japanese society.

9.6 -- SOCIAL AND CULTURAL GROWTH AND CONFLICT: During the postclassical era, the growth of transregional empires and the use of trade networks influenced religions and spread disease. These cross-cultural interactions also led to conflict and affected demographic development. (Standards: 2, 3, 4; Themes: TCC, GEO, GOV, ECO, EXCH)

- 9.6a Internal tensions and challenges grew as disputes over authority and power arose between and among religious and political leaders. Students will investigate the divisions within Islam (Sunni-Shia) and the Great Schism between Roman Catholic Christianity and Orthodox Christianity and their impacts. Students will investigate the Crusades and the Delhi Sultanate from multiple perspectives. Students will examine the development of Sikhism in South Asia during this time period.
- 9.6b Networks of exchange facilitated the spread of disease, which affected social, cultural, economic, and demographic development. Students will map the spread of the Black Death (Bubonic Plague) as it was carried westward from Asia to Africa and Europe. Students will evaluate the effects of the Black Death on these regions. Global Interactions, ca. 1400 – 1750

9.7 -- THE OTTOMAN EMPIRE AND THE MING DYNASTY PRE-1600: Islam, Neo-Confucianism, and Christianity each influenced the development of regions and shaped key centers of power in the world between 1368 and 1683. The Ottoman Empire and the Ming Dynasty were two powerful states, each with a view of itself and its place in the world. (Standards: 2, 3, 4, 5; Themes: ID, MOV, GEO, SOC, GOV, EXCH)

- 9.7a Three belief systems influenced numerous, powerful states and empires across the Eastern Hemisphere. Students will map the extent of the Muslim, Neo-Confucian, and Christian realms and compare the relative size and power of these realms ca. 1400. Students will map the extent of the Ottoman Empire and the Ming Dynasty at the height of their power.
- 9.7b The dominant belief systems and the ethnic and religious compositions of the Ottoman Empire and the Ming Dynasty affected their social, political, and economic structures and organizations. Students will analyze how the ethnic and religious

compositions of the Ottoman Empire and the Ming Dynasty were reflected in their political and societal organizations.

- 9.7c The Ottoman Empire and the Ming Dynasty had different views of the world and their place in it. Islam under the Ottoman Empire and Neo-Confucianism under the Ming Dynasty influenced the political, economic, military, and diplomatic interactions with others outside of their realm. Students will examine Ming interactions with European traders and Christian missionaries. Students will examine how the Ottomans interacted with Europeans noting the role of Suleiman the Magnificent.

9.8 -- AFRICA AND THE AMERICAS PRE-1600: The environment, trade networks, and belief systems influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600. (Standards: 2, 3, 4, 5; Themes: ID, MOV, GEO, GOV, EXCH)

- 9.8a Complex societies and civilizations continued to develop in Africa and the Americas. The environment, the availability of resources, and the use of trade networks shaped the growth of the Aztec, Inca, and Songhai empires and East African city-states. This growth also influenced their economies and relationships with others. Students will locate the extent of the Songhai and East African states in Africa and the Aztec and Inca empires in the Americas using an Atlantic Ocean-centered map. Students will examine the adaptations made to the environment by the Aztecs and Incas. Students will examine the relationships with neighboring peoples in the region considering warfare, tribute, and trade. Students will examine the influence of Islam on the growth of trade networks and power relations in the Songhai Empire and in East African city-states.
- 9.8b Local traditional religions influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600. Students will examine the role of nature and the traditional religious beliefs in the Americas and Africa (e.g., animism) during this period. Students will explore the relationships between religious beliefs and political power in the Aztec and Inca empires.
- 9.8c Complex societies and civilizations made unique cultural achievements and contributions. Students will investigate the

achievements and contributions of the Aztec, Inca, and Songhai empires.