

Frank McClarin High School

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Anita Marie Lee, Principal
Shadelle Denson, Assistant Principal
Sabrina Richardson, Administrative Assistant

Stella Wilson, Head Counselor
Emory Fears, Counselor
Detra Burrell, Graduation Coach

SYLLABUS: WORLD HISTORY SEMESTER 1 YEAR 2008-09

(WH 45.0830001)

INSTRUCTIONAL MODULES

TEACHER: C. Rooks (404) 669-8080
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WEB ADDRESS: <http://www.fultonschools.org/school/mcclarinh>

TUTORIAL AND PARENT CONFERENCE HOURS: Tuesday, 11:30 a.m. to 12:15 p.m.; Thursday, 11:30 a.m. to 12:15 p.m.;
7:30 a.m. to 8 a.m. on Tuesday and Thursday. Please arrange parent conferences and
tutoring in advance

GEORGIA HIGH SCHOOL GRADUATION TEST TUTORIAL: Monday –Friday, 2nd period (9:18 a.m. to 10:33 a.m.)

Course Description: World History I is a one semester course required for graduation. It covers the time from the development of ancient civilizations to the age of discovery and expansion into the Americas, Africa, and Asia.

Standards: (See attached)

Materials Needed: notebook paper, pen or pencil. Please bring your own.

Textbook: World History: The Human Experience, Glencoe, McGraw Hill, 1999. Cost: \$64.98

There are four units, four tests, a pre-test, and a post-test/final exam. **Each test must be passed with a 70 on the test or higher.** If you are re-taking a test you have failed, the highest score given on it will be 70.

Some units include videos, cassettes and other media or electronic assignments. Be sure to see the teacher to find out if these are included in each unit you are currently studying. If so, they are required activities or can be used for review, depending upon the unit.

Technology will be included as components of any of the following: tests, projects, classwork, and homework.

Formal writing assessments and performance-based assignments are requirements for the completion of the course.

IMPORTANT REMINDERS

You may not use notes nor book when taking the test.

You must complete any test in the period in which it is given.

You may take no more than 2 tests in one day.

Follow all of the school rules.

You need to complete and pass each unit in the order given before moving to the next unit.

Please ask for any assistance needed.

You may not stay after the bell to finish a test.

Plan ahead so that you do not need to leave the room. If you must leave the room, it

must be at least 10 minutes after class starts and before the last 10 minutes of class. Restroom visits need to be made between classes, or only for an occasional emergency, **not daily**. Use only the restrooms on this floor unless you have permission to go elsewhere.

Textbooks are to remain in the classroom. You may take notes home to study if you write them.

Do not get on the Internet without the teacher's permission or go to unapproved sites.

Otherwise, detention may be assigned. You may also lose class computer privileges.

Assignments are expected to be turned in on the date they are due. Late assignments will result in reduced grades.

GRADING PLAN

A	90 and above
B	80-89
C	70-79
F	Below 70

There are four tests, homework and a final exam. In addition, performance-based assessments, designated by the teacher, will be required. These components will count towards the final grade as follows:

Tests/Final Exam	25%
Performance Assessments	25%
Homework	15%
Jumpstart	15%
Classwork	20%

Please note that the highest grade allowable when retesting is 70.

Unless indicated otherwise, class participation and classwork will be graded as follows: A checkmark () indicates full participation; a slash mark (/) shows low participation; and an (X) designates no participation. A checkmark equals 100; a slash mark equals 50; and an "X" equals 0.

ATTENDANCE: Students are expected to report to class daily and on time. School attendance policies apply.

RECOVERY/ MAKE-UP:

Opportunities designed to allow students to recover from a low or failing cumulative grade will be allowed when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements including attendance.

Students should contact the teacher concerning recovery opportunities. Teachers are expected to establish a reasonable time period for recovery work to be completed during the semester. All recovery work must be directly related to course standards.

Teachers will determine when and how students with extenuating circumstances may improve their grades.

CONDUCT: Students are expected to follow classroom rules, school rules, as well as the Code of Conduct and Discipline Handbook.

McClarin School Policy: "Students who do not successfully complete their assigned classes will have to repeat the class. No student will be assigned a repeat class the next semester unless it is the only class this student needs to take. Students with excessive absences will not pass the class."

Fulton County Grading Scale: A= 90-100 B= 80-89 C= 70-79 F= 0-69

WORLD HISTORY, SEMESTER 1

PRETEST

Unit 1: Rise of Civilizations in Asia, Africa, and Europe: Unit 1 Test

SSWH1: Chapter 2, Sections 1-2; Chapter 3, Sections 3-4; Chapter 4, Section 3

SSWH2: Chapter 3, Sections 1-2; Chapter 4, Section 4; Chapter 7

SSWH3: Chapter 5; Chapter 6

Unit 2: New Empires Emerge: Unit 2 Test

SSWH1 4b Chapter 3, Section 1, p.318

SSWH1 4c Chapter 3, Section 1

SSWH1 4d Chapter 3, Section 1

SSWH1 4e Chapter 11, Section 2, p. 318

SSWH1 4f Chapter 11, Section 2; Chapter 14, Section 4

SSWH1 5a Chapter 10, Sections 1-3; pp.208-281, p.229

SSWH1 5b Chapter 15, Section 3; p. 280. p.272

SSWH1 5c Chapter 10, Section2; p.268, p.280

SSWH1 5d Chapter 10, Section 3, p.274

SSWH1 5e Chapter 14, Section 1; p.316, p.378, pp.404-5

SSWH1 5f Chapter 12, Sections 2 and 3; p.348

SSWH1 5g Chapter 10, Sections 1 and 2; Chapter 11, Section 1; p.280

pp.286-87, pp.290-93, p.354

SSWH1 12 Chapter 18, Sections 1-3, pp.504-5, pp.522-23

Unit 3: Transition to the Modern World: Unit 3 Test

SSWH7 Chapter 13, Sections 1-4, pp. 352-373

Chapter 14, Section 1, pp. 379

Chapter 21, Section 2, pp. 596

SSWH9 Chapter17, Sections 1-4, pp. 468-501

SSWH13 Chapter 22, Section 1, pp. 623-628

Unit 4: Worlds Collide: Unit 4 Unit 4 Test

SSWH6 Chapter 8, Sections 2 and 3

Chapter 15, Sections 2 and 3

SSWH8 and 10 Chapters 9, 16, 19, and 20

POST TEST/ FINAL

SIXTY-DAY PACING CHART
WORLD HISTORY, FIRST SEMESTER

1. Overview of course and unit 1. Pretest	2. Atlas activity, # 17b and 20a	3. Activity 2-1,2-2, 3-3	4. Study vocabulary words.	5. Start performance assessment Greece or Rome	1 st Week
6. Building Vocabulary 3. Activity 3-4,4-3, 3-1	7. Activity 3-2,4-4,7-1	8. Building Vocabulary 7 Activity 7-2 and 3	9. Activity 5:1-5	10. Vocabulary 5 Finish performance assessment.	2 nd Week
11. Vocabulary 6. Activity 6:1-5	12. Answer Essential Questions	13. Complete all assignments. Study for test	14. Turn in unit 1 package; take unit 1 test.	15. Begin unit 2. Read text or workbook.	3 rd Week
16. Geography Applications	17. Comparing Religions: "Y" Chart	18. Vocabulary words. Select performance assessment.	19. Begin performance assessment.	20. Activity 3-1,11-2, 14-4	4 th Week
21. Activity 10:1-3	22. Activity 15-3,14-1,12-2	23. Activity 12-3 Building Vocabulary 10	24. Activity 11-1 Work on Performance Assessment.	25. Finish Performance Assessment.	5 th Week
26. Essential Questions	27. Complete all assignments.	28. Turn in unit 2 package. Study for unit 2 test.	29. Take unit 2 test.	30. Begin unit 3. Read text or workbook.	6 th Week
31. Geography applications	32. Select performance assessment	33. Begin performance assessment.	34. Study Vocabulary Words and Complete Vocabulary 13.	35. Activity 13:1-4	7 th Week
36. Activity # 14-1, 22-2; Vocabulary 17	37. Activity # 17:1-4	38. Activity # 22-1 Work on Performance Assessment.	39. Complete performance assessment.	40. Answer Essential Questions	8 th Week
41. Study for unit 3 test.	42. Turn in unit 3 package.	43. Take unit 3 test.	44. Overview of unit 4. Read text or workbook.	45. Study Vocabulary Words Geography Applications	9 th Week
46. Select performance assessment	47. Begin performance assessment	48. Answer Essential Questions	49. Building Vocabulary 20. Activity 20:1-3	50. Building Vocabulary 15. Activity 15:1-3	10 th Week
51. Activity# 9:1-3 Vocabulary 9 Begin study for final.	52. Activity 8:1-3	53. Building Vocabulary 8. Work on performance assessment.	54. Complete performance assessment	55. Begin study for unit 4 test.	11 th Week
56. Vocabulary 8	57. Complete all assignments,	58. Turn in unit 4 package. Take unit 4 test.	59. Submit all make-up work Take final exam.	60. End of course	12 th Week

WORLD HISTORY STANDARDS
FIRST SEMESTER

UNIT 1

SSWH1 The student will analyze the origins, structures and interactions of complex societies in the ancient Eastern Mediterranean from 3500 BCE to 500 BCE

- a. Describe the development of Mesopotamian societies including the religious, cultural, economic, and political facets of society including Hammurabi's law code.
- b. Describe the relationship of religion and political authority in Ancient Egypt.
- c. Explain the development of monotheism including the concepts developed by the ancient Hebrews and Zoroastrianism
- d. Identify early trading networks and writing systems existent in the Eastern Mediterranean including those of the Phoenicians
- e. Explain the development and importance of writing including cuneiform, hieroglyphics, and the Phoenician alphabet

SSWH2 The student will identify the major achievements of Chinese and Indian societies from 1100 BCE to 500 CE.

- a. Describe the development of Indian civilization including the rise and fall of the Maurya Empire, "Golden Age" under Gupta, and the emperor Ashoka
- b. Explain the development and impact of Hinduism and Buddhism on India and subsequent diffusion of Buddhism
- c. Describe the development of Chinese civilization under the Zhou, and Qin
- d. Explain the impact of Confucianism on Chinese culture including the examination system, the Mandate of Heaven, the status of peasants, the status of merchants and the patriarchal family and diffusion to Southeast Asia, Japan and Korea

SSWH3 The student will examine the political, philosophical and cultural interaction of Classical Mediterranean societies from 700 BCE to 400 CE.

- a. Compare the origins and structure of the Greek polis, the Roman Republic, and the Roman Empire
- b. Identify the ideas and impact of important individuals to include Socrates, Plato, and Aristotle and describe the diffusion of Greek culture by Aristotle's pupil Alexander the Great and the impact of Julius and Augustus Caesar
- c. Analyze the contributions of Hellenistic and Roman culture to include law, gender and science.
- d. Describe polytheism in the Greek and Roman world and the origins and diffusion of Christianity in the Roman world.
- e. Analyze the factors that led to the collapse of the western Roman Empire.

UNIT 2

SSWH4 The student will analyze the importance of the Byzantine and Mongol empires between 450 CE and 1500 CE.

- a. Explain the relationship of the Byzantine Empire to the Roman Empire.
- b. Describe the significance of Justinian's law code, Theodora and the role of women, and Byzantine art and architecture.
- c. Analyze the establishment of Christianity as the official religion of the Byzantine Empire.
- d. Analyze the role of Constantinople as a trading and religious center.
- e. Explain the influence of the Byzantine Empire on Russia, with particular attention to its impact on Tsar Ivan III and Kiev.
- f. Define the role of Orthodox Christianity and the Schism.

SSWH5 The student will trace the origins and expansion of the Islamic World between 600 CE and 1300 CE.

- a. Explain the origins of Islam and the growth of the Islamic Empire.
- b. Identify the Muslim trade routes to India, China, Europe and Africa and assess the economic impact of this trade.
- c. Explain the reasons for the split between Sunni and Shia Muslims.
- d. Identify the contributions of Islamic scholars in medicine (Ibn Sina), and geography (Ibn Battuta).
- e. Describe the impact of the Crusades on both the Islamic World and Europe.
- f. Analyze the impact of the expansion of the Mongol Empire, including the stabilization of trading networks from China to the Mediterranean world.
- g. Analyze the relationship between Judaism, Christianity, and Islam.

SSWH12 The student will examine the origins and contributions of the Ottoman, Safavid, and Mughal empires

- a. Describe the geographical extent of the Ottoman Empire during the rule of Suleyman the Magnificent, the Safavid Empire during the reign of Shah Abbas I, and the Mughal Empire during the reigns of Babur and Akbar
- b. Explain the ways in which these Muslim empires influenced religion, law and the arts in their parts of the world

UNIT 3

SSWH7 The student will analyze European medieval society with regard to culture, politics, society, and economics

- a. Explain the manorial system and feudalism, to include the status of peasants and feudal monarchies and the importance of Charlemagne
- b. Describe the political impact of Christianity to include Pope Gregory VII and King Henry IV
- c. Explain the role of the church in medieval society.

SSWH9 The student will analyze the change and continuity in the Renaissance and Reformation

- a. Explain the social, economic and political changes that contributed to the rise of Florence and the ideas of Machiavelli
- b. Identify artistic and scientific achievements of the “Renaissance Man” Leonardo da Vinci, and Michelangelo
- c. Explain the main characteristics of humanism to include the ideas of Petrarch, Dante and Erasmus
- d. Analyze the impact of the Protestant Reformation to include the ideas of Martin Luther and John Calvin
- e. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits.
- f. Describe the English Reformation and the role of Henry VIII and Elizabeth I
- g. Explain the importance of Gutenberg and the invention of the printing press

SSWH13 The student will examine the intellectual, political, social and economic factors which changed the world view of Europeans

- a. Explain the scientific contributions of Copernicus, Galileo, Kepler and Newton and how these ideas changed the European world view.

UNIT 4

SSWH6 The student will describe the diverse characteristics of early African societies before 1800.

- a. Identify the Bantu migration patterns and contribution to settled agriculture.
- b. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai) including the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca.
- c. Describe the trading networks by examining trans-Saharan trade in gold, salt, and slaves including the Swahili trading cities.
- d. Analyze the process of religious syncretism as a blending of traditional African beliefs with new ideas from Islam and Christianity.

SSWH8 The student will demonstrate an understanding of the development of societies in Central and South America

- a. Explain the rise and fall of the Olmec, Mayan, Aztec and Inca empires.
- b. Compare the culture of the Americas including government, economy, religion and the arts of the Mayans, Aztecs and Incas.

SSWH10 The student will analyze the impact of the age of discovery and expansion into the Americas, Africa and Asia

- a. Explain the roles of explorers and conquistadors, including Zheng He, Vasco DaGama, Christopher Columbus, Ferdinand Magellan, James Cook, and Samuel de Champlain.
- b. Define the Columbian Exchange and its global economic and cultural impact.
- c. Explain the role of the improved technology in European exploration, including the astrolabe.