Classical High School

World History I Course Syllabus

Mr. Caccia

2017-2018 SY

“Those who don’t know history are destined to repeat it.” Edmund Burke

**Course Description**

This course takes students on a journey through several thousand years of human history. Beginning with the Prehistoric period, students will examine our collective past. This course presents content from a balanced and inclusive view. In doing so, students will have a deep understanding of the shared problems civilizations across continents have endured. Additionally, students will enhance their skills in academic areas such as critical thinking, analyzing primary and secondary sources, note taking, narrative writing, academic writing, understanding cause and effect, and connecting their understanding of the past to the present.

**Common Core State Standards Addressed (Throughout School Year)**

Key Ideas and Details:

[CCSS.ELA-LITERACY.RH.9-10.1](http://www.corestandards.org/ELA-Literacy/RH/9-10/1/)

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

[CCSS.ELA-LITERACY.RH.9-10.2](http://www.corestandards.org/ELA-Literacy/RH/9-10/2/)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

[CCSS.ELA-LITERACY.RH.9-10.3](http://www.corestandards.org/ELA-Literacy/RH/9-10/3/)

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure:

[CCSS.ELA-LITERACY.RH.9-10.4](http://www.corestandards.org/ELA-Literacy/RH/9-10/4/)

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

[CCSS.ELA-LITERACY.RH.9-10.5](http://www.corestandards.org/ELA-Literacy/RH/9-10/5/)

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

[CCSS.ELA-LITERACY.RH.9-10.6](http://www.corestandards.org/ELA-Literacy/RH/9-10/6/)

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**Course Content**

World History I takes a thematic approach linking historical ideas and events over time. In doing so, students will have a better understanding of how the past relates to the present.

\*Order and coverage of units may change at teacher’s and/or department’s discretion. Please check our class website for valuable information regarding this course. It is [www.cacciassocialstudiesclass.weebly.com](http://www.cacciassocialstudiesclass.weebly.com)

Semester 1

* Unit 1 Foundations of Civilization (Prehistory-300 B.C.)
* Unit 2 Ancient Middle East and Egypt (3200 B.C.- 500 B.C.)
* Unit 3 Ancient India and China (2600 B.C.- 550 A.D.)
* Unit 4 Ancient Greece (1750 B.C. - 133 B.C.)
* Unit 5 Ancient Rome and the Rise of Christianity (509 B.C.- 476 A.D.)
* Unit 6 The Rise of Europe (500-1300)

**Midterm Examination (January 2018)**

* Unit 7 The High and Late Middle Ages (1050-1450)
* Unit 8 The Byzantine Empire, Russia, and Eastern Europe (330-1613)
* Unit 9 Muslim Civilizations (622-1629)
* Unit 11 Kingdoms and Trading States of Africa (730 B.C.- 1591 A.D.)
* Unit 12 The Renaissance and Reformation (1300-1650)
* Unit 13 The Beginnings of Our Global Age: Europe, Africa, and Asia (1415-1796)

**End of Course Examination (June 2018)**

**Grading Policy and Types of Assessments**

There are three categories of student work in World History I. The first consists of tests and essays and accounts for 50% of the quarter grade. Students can expect one of these assessments at the end of each unit. However, they may be assigned an essay mid-unit but given ample time to complete it. The second category is quizzes and they account for 25% of the quarter grade. I generally give one quiz in the middle of each unit. The third category is formative assessments and they account for 25% of the quarter grade. They measure in-class learning. They are generally tied directly to the day’s lesson objectives. I will check and/or collect these assignments during class time. Formative assessments also include homework. I generally assign homework 3-4 nights a week. Homework consists of various activities including reading the text, answering questions, completing vocabulary, and document analysis. Additionally, I will check students’ notebooks two times each quarter. The two notebook checks will count as a quiz grade.

**Daily Materials Needed**

Each day students are expected to bring several essential materials in order to ensure both their participation and success in the class. Each day students MUST bring their textbook, a pen/pencil, a notebook, and a two-pocket folder to class. Failure to do so will negatively impact their grade.

**Contact Information and Office Hours**

I will be available most mornings at approximately 7:20 AM and some days after school or by request for any student needing extra help. It is extremely important that you come see me when you are having trouble in class or need help/clarification on an assignment. If you need to reach me after school to submit an assignment or for clarification you can e-mail me at joseph.caccia@ppsd.org

**Behavior Standards/Expectations**

1. Always come to class prepared, on time, and ready to learn.\*
2. Respect differences in opinion.
3. Always try your best.
4. Always respect others and property.
5. Keep electronics away at all times.

If you fail to meet these expectations:

1. Verbal Warning
2. Teacher Detention (\*Tardiness to class results in an automatic teacher detention)
3. Written Referral, and/or phone call home, and/or removal from class