

WORLD HISTORY I

BRENTSVILLE DISTRICT HIGH SCHOOL

*“Everything you do today
affects everything you do tomorrow.”*



Remind 101		
Period	Class Code	Text code to:
1 st	@34e463	81010
2 nd	@2h7ehc	81010
3 rd	@782aa2	81010
6 th	@4hk83	81010
7 th	@4c8d8b	81010

Teacher: Mrs. Olivia Elsasser

Room: 1110

Twitter: @MrsElsasserBDHS

Email: elsassov@pwcs.edu

School Phone: 703-594-2161

Welcome to **Brentsville District High School** and welcome to our World History I classroom. I am very excited to get to know you throughout the school year. I believe it is my job to help you obtain the necessary historical skill sets to understand history as we go through the content in both a critical and analytical lens. I hold very high expectations for all of you this year and expect it to go well.

Syllabus

I. Course Description

From Virginia Department of Education:

“Students will explore the historical development of people, places, and patterns of life from ancient times until 1500 CE in terms of the influence on Western civilization.

The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking, raise questions, and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. These skills are developed through the study of significant historical substance from the era or society being studied.”

This course will prepare students for the end-of-course Standards of Learning (SOL) exam. A passing score on this exam is a graduation requirement.

World History & Geography to 1500 will provide a survey of World History from prehistory the Renaissance era. The course is divided into roughly ten units of study:

First Semester

Unit 1: Human Origins & Early Civilization (WHI.2, .3)

Unit 2: World Religions (WHI.3d, .4c-d, .6h, .8a)

Unit 3: Classical India & China (WHI.4b, .4e-f)

Unit 4: Classical Persia & Greece (WHI.4a- .5)

Unit 5: Classical Rome & Byzantium (WHI.6, .7)

Second Semester

Unit 6: Postclassical [Medieval] Islamic World & Western Europe (WHI.8, .9, .10a-b, .12)

Unit 7: Postclassical Asia (WHI.10c)

Unit 8: African Civilizations (WHI.10b, .10d)

Unit 9: The Renaissance (WHI.13)

Unit 10: Civilizations of the Americas (WHI.11)

Supplies for Class

1. A 2” 3-ring binder *specifically* for this class.
2. Loose-leaf paper or a notebook *just for this class* (wide-ruled/college-ruled, whichever is best for you; I recommend a notebook)
3. A writing utensil that is not red (pencil (I do not care what kind) or pen (blue or black ink))
4. Remind101 on your iOS or Android phone (it is free to download!)

Textbooks

- Students will be issued a copy of Ancient World History: Patterns of Interaction during the first week of school. Students are responsible for lost or damaged textbooks, and each student will log which book they take.

Appointments and Assistance

- I am available after school on Thursdays until 3:45pm. Please NEVER hesitate to come to me with any questions or concerns.

Expectations and Class Rules

All Prince William County Schools and Brentsville District High School policies and regulations will be followed. In addition, students must also follow classroom expectations:

- Be in your **seat** and working on the assigned warm-up activity when the bell rings. Students not seated in their desks when the tardy bell rings **are considered tardy**.
- **Respect**. Respect yourself, your peers, your teacher, and any guest or substitute. Beyond basic courtesy and decency, this means coming to class prepared with your homework and required materials, paying attention, and appropriately contributing to class work and discussions.
- **Honesty and integrity**. All work submitted must be your own—completed solely and only by you unless given permission to work in groups. It is difficult to regain lost trust and few things are more disappointing than copying, cheating, plagiarism, lying, etc.
- **Electronic devices (cell phones, iPods, calculators, etc.)** must be turned off and put away during class.*
- **No food or drink in the classroom**. Exceptions are made for water or medical reasons.
- Personal grooming takes place in the restroom—not the classroom. **No lotion, perfume, make-up, etc. will be allowed in class**. These items will be confiscated.
- **Participation** in class is crucial to *your* understanding of the topic and material we are covering. Your voice should be heard and you should feel welcomed to voice it!

Classroom Procedures and Policies

- *Bathroom:*
- *Tardy*
 - You are tardy if you are not sitting in your seat with your notes out and working on the warm up. If you are out of your chair, you are tardy and you must go to the attendance office.
 - I understand that the bathroom line can be long. Please **ask** me before class begins so I know where you are and will be.
- *Homework:*
 - All homework has a due date (NEXT CLASS unless stated otherwise). Homework may consist of unfinished classwork, assigned textbook work, and outside reading work.
 - *If you were absent, it is due the next day you are back in school – OR – you can email it to me if possible.

- *Late work*
 - You have *two weeks* from the assigned due date to turn in your work with a 10% penalty each day it is not turned into me.
 - Exceptions: Illness/death in family/etc.
- *Missing Work:*
 - Missing Work is “classwork” and you are held accountable for this. You have *two days* to make up this work for a grade.
- *Absent from Class:*
 - Email me why you are absent or send in a note when you are back in class.
 - When you are back in class, you are responsible for checking the work for that day and making up the work.
 - Do not ask me if we did anything in class.
- *Parental Involvement:*
 - Your parents will become involved if there are numerous missing assignments, if your grade is low, or if you have numerous unexcused absences.
 - Parents can also be involved via the Remind101 app.
- *Food and Drink*
 - Water is always acceptable. No sodas, sports drinks, etc. Nothing sugary unless required by a note.
 - Food: No food is allowed.
 - Gum: Chew away but place it in the trash when done.
- *Cell Phones*
 - Phones are put away unless otherwise directed. If they are out, they are taken.
 - When you have finished your work and you would like to work on other subjects that require your phone, you may have it out *however*, it must be flat on your desk.

Grading Scale

- Homework, Quizzes, Projects, and Tests:

Letter Grade	%
A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	59% and below

You will have tests/quizzes throughout each unit. Questions will generally be multiple choice.

Zero Tolerance Policy: Please follow the school rules on this, but in my classroom, there will be zero tolerance for any bullying, cheating, fighting, etc. This is where you learn, and learn you shall.

World History and Geography to 1500 A.D. (C.E.) STANDARDS OF LEARNING (2008)

These standards will enable students to explore the historical development of people, places, and patterns of life from ancient times until 1500 A.D. (C.E.) in terms of the impact on Western civilization.

The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking, raise questions, and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. These skills are developed through the study of significant historical substance from the era or society being studied.

- WHI.1 The student will improve skills in historical research and geographical analysis by
- identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history to 1500 A.D. (C.E.);
 - using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D. (C.E.);
 - identifying major geographic features important to the study of world history to 1500 A.D. (C.E.);
 - identifying and comparing political boundaries with the locations of civilizations, empires, and kingdoms from 4000 B.C. (B.C.E.) to 1500 A.D. (C.E.);
 - analyzing trends in human migration and cultural interaction from prehistory to 1500 A.D. (C.E.);
 - analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems, on events to 1500 A.D. (C.E.).

Era I: Human Origins and Early Civilizations, Prehistory to 1000 B.C. (B.C.E.)

- WHI.2 The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution.
- WHI.3 The student will demonstrate knowledge of ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians.

Era II: Classical Civilizations and Rise of Religious Traditions, 1000 B.C. (B.C.E.) to 500 A.D. (C.E.)

- WHI.4 The 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.
- WHI.5 The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization.
- WHI.6 The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization.

Era III: Postclassical Civilizations, 300 to 1000 A.D. (C.E.)

- WHI.7 The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. (C.E.).
- WHI.8 The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. (C.E.).
- WHI.9 The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization.

Era IV: Regional Interactions, 1000 to 1500 A.D. (C.E.)

- WHI.10 The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns.
- WHI.11 The student will demonstrate knowledge of major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan.
- WHI.12 The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period.
- WHI.13 The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization.

Acknowledgement and Agreement

I have read the syllabus and understand outlined procedures and expectations for World History & Geography.

I also understand that a positive, communicative relationship between teacher, parents, and student is necessary for a successful school year.

Student Name (Printed)

Student Signature

Parent Name (Printed)

Parent Signature

Parent preferred contact method:

_____ Email Email address: _____

_____ Phone Phone number: _____