**­­­­­­­­­­­­Course Syllabus**

**Course Title: Global I**

**Course Code: HGS41**

**Teacher Name: Mr. Thomatos**

**Teacher Contact Information: Hthomatos@schools.nyc.gov**

**Room: 104**

**School Year: 2019-2020**

**Course Vision**

The global history and geography core curriculum is designed to focus on the five social studies standards, common themes that recur across time and place, and eight historical units. Each unit lists the content, concepts and themes, and connections teachers should use to organize classroom instruction and plan for assessment. This curriculum provides students with the opportunity to explore what is happening in various regions and civilizations at a given time. In addition, it enables students to investigate issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. As students explore the five social studies standards, they should have multiple opportunities to explore the content and intellectual skills of history and the social science disciplines.

**Course Objectives**

Global History I is the first year that focuses on the study of world regions and how they compare and contrast to our own. The students learn about each region’s specific culture, religion, imports, exports, and government across the globe. By gaining an awareness of diverse regions students become aware of their own region’s culture, and how it differs from others’ cultures all over the world.

**Course Topics**

**Semester 1:**

* + **Methodology**
* Geography, Economics, and Political Science
  + **Unit 1 – Ancient World- Civilizations and Religions (4000 BCE – 500 AD)**
* Neolithic Revolution
* River Valleys
* Mesopotamia
* Ancient Egypt, India & China
* Beliefs Systems/Religions
* Ancient Greece/Rome
  + **Unit 2 – Expanding Zones of Exchange and Encounter (500 – 1200)**
* Byzantine Empire
* Ottoman Empire
* Medieval Church
* Feudalism/Manor System
* Middle Ages
* Crusades

**Semester 2:**

* + **Unit 3 – Global Interactions (1200 – 1650)**
* Renaissance
* Reformation
* Counter Reformation
* Mayan Civilization
* Aztec Civilization
* Incan Civilization
* African Kingdoms
* Tang and Song Dynasties
* Japanese Feudalism
  + **Unit 4- The First Global Age (1450 – 1770)**
* Age of Exploration
* European Monarchies/Absolutism

**Reading List**

Beck, Roger. *World History*: Patterns of Interaction: Holt McDougal, 2012. Print.

**Assignments**:

-Classwork: Classwork consists of student work and achievements that are completed in the classroom under instructor supervision. These assignments include note taking, answering instructor questions and participating in classroom discussions. Regents style questioning will also be provided via various worksheets.

-Homework: Homework will usually consist of Regents-style review questions in Multiple Choice, Short Answer, or Document-Based Questioning. Students are required to complete all homework assignments and submit them on or before the date they are due.

-Tests: Once per unit students will complete examinations that test student knowledge on Global I topics. Students are required to prepare for exams and complete them under Regents-style testing conditions.

**CCLS Assessments:** Students will have their capabilities in Social Studies assessed via a variety of examinations and projects that adhere and live up to the Common Core Learning Standards of the State of New York.

**Grading**

-Classwork/Participation = 20%

-Homework= 10%

-Projects/Assessments= 50%

-Midterm/Final= 20%

**Attendance and Make-Up Assignments Policy:** Students must arrive on time for class every day that they are scheduled to. Assignments that are missed can be made up until 5pm on the Friday after they are due. Failure to submit made up work by this time will result in a 0% entered into the gradebook.

**Supplies and Materials:** Students will require a three ring binder (for worksheets), loose-leaf paper/notebook for notes and a pen or pencil for copying notes and assignments from the board. Students who have internet access can also use the school web services to access assignments or ask for additional directions.

**Standards:**

Link: http://www.nysed.gov/common/nysed/files/sslearn.pdf

Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claims(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence

c. Differentiate between similar events that occurred individually and events that occurred because of the ones that preceded them.

**Resources/Bibliography/Web-Pages**

Thomatos.weebly.com

Skedula

**Plagiarism**

Veritas Academy is committed to ensuring quality and integrity in all its academic and evaluative activities. A learning environment that promotes high academic standards is beneficial to students and faculty alike. Academic dishonesty such as cheating and plagiarism is in opposition to the values and mission of the institution and will not be tolerated.