

Regents Global History and Geography I
Course Syllabus 2017-18
Schroon Lake Central School
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Course Content -- This class covers the history of the world from the first civilizations to the year 1750. The difficulty level of the course is aligned to the New York State Regents Examination in Global History and Geography.

Workload -- Sixty minutes of class time is budgeted for each of the assignments in a topic of study, which is more than the average student typically needs to complete them. It is seldom possible to do these tasks outside class and students who have poor attendance cannot pass easily. There is, on average, one homework assignment each week which consists of writing a summary in response to a text. Besides learning events and the causes and effects of human history, students work toward proficiency in effectively debating issues, analyzing and assessing the reliability of historical sources, and presenting their thoughts well in writing.

Grading -- Each marking period is 22.2% of a student's GPA and the final examination is 11.1% of the GPA. The tasks within each marking period are also weighted: 65% of a marking period grade is the "high order task" category, 25% consists of those tasks identified as "low order tasks", and 10% is the knowledge test given at the end of each marking period. This test covers everything since the start of the year.

Late tasks lose ten points per day late. The late deduction does not apply to absences. Students who are absent will receive a temporary zero for the task they missed and will have five school days to make up the missed task. Late work in this case is not accepted. Student work submissions are typically graded and posted to the online grade book within four school days. Late work submissions do not receive special treatment; late work submitted will also usually take four days before being graded.

Textbook -- Students are not required to borrow a particular textbook for the course, but if they wish to they may. When students return a borrowed textbook, they are expected to check it back in with me instead of simply placing it on the book pile. This is because if someone else takes that book without my having checked it in, then the original borrower remains liable for replacing the textbook.

Web Site: <https://www.teacherswebhost.com/joneshistory> -- All students have a free account at my web site and so may any parents who wish. The course is entirely taught from this web site and parents will find there all course materials and lesson plans and due dates.

Topics of Study

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.

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.

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.

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.

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.

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 demographic impacts.

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.

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.

9.9 TRANSFORMATION OF WESTERN EUROPE AND RUSSIA: Western Europe and Russia transformed politically, economically, and culturally ca. 1400–1750. This transformation included state building, conflicts, shifts in power and authority, and new ways of understanding their world.

9.10 INTERACTIONS AND DISRUPTIONS: Efforts to reach the Indies resulted in the encounter between the people of Western Europe, Africa, and the Americas. This encounter led to a devastating impact on populations in the Americas, the rise of the transatlantic slave trade, and the reorientation of trade networks.