

## ANCIENT & MEDIEVAL HISTORY

### COURSE INTRODUCTION

In this course we will explore ancient and medieval cultures and their influences on our lives today. We will look at the ways in which ancient and medieval people interacted with each other, their environment, and other groups of people, in comparison to similar circumstances in today's world. The class will examine all parts of the globe, and will be organized chronologically into five time periods. Because this is only a one semester course, and we have several thousand years of history to cover, we will be moving at an accelerated pace, and there will be some topics that won't be covered in depth, or at all.

Each unit will assess a student's ability to apply knowledge of a specific time period to each of the five class themes. (See "Themes of World History" below) During the unit, students will complete a variety of activities and assignments. At the conclusion of the unit, students will take an assessment, which will consist of a map exercise and five short answer (one paragraph) questions. Students who have turned in, and completed to a passing level, all unit work will be allowed to retake any unit assessment as often as they wish, in any manner they wish, up to 3:30 pm on Friday F January 5<sup>th</sup> first semester, and Friday May 17<sup>th</sup> second semester. (See "Grading Procedures" below) **Students who do not complete unit work will not be allowed to retake a unit assessment.**

You are expected to attend class as it is scheduled, either online or in person. If you are absent, and the absence is excused, you will have the opportunity to make up assignments and tests. All assignments will be posted on the [class webpage](#). If you missed notes you must get them from another student, or the class webpage. Due to their unique nature, discussions cannot be made up, regardless of the reason for the absence.

As stated in the Code of Conduct, each student has the right to learn. Students who infringe on another's right to learn by being disruptive in class will be disciplined. First, students will receive a warning. If the inappropriate behavior continues, the student will be assigned an after-school detention with the instructor, and the student's parents will be notified. Further disruptive behavior will result in assignment to the Alternative Learning Center, and the notification of an administrator.

Before school starting at 7:15, during Enrichment Time, and after school, I will be available in room G254 to answer any questions that you may have, help you with your assignments, or discuss a reassessment. I can also be contacted by phone at 563-7811x2026 or by email at [schwedrskyd@fortschools.org](mailto:schwedrskyd@fortschools.org).

## GRADING PROCEDURES

Each of the themes will be assessed at least once per unit. Students who do not receive a satisfactory score on an assessment have the opportunity to revisit objectives and present them to the instructor for evaluation. The first time an objective is assessed, the mastery must be demonstrated in the manner prescribed by the instructor. (I call this the Frank Sinatra method) Subsequent reassessment of objectives not mastered may be done in a manner of the students choosing. (AKA, the Burger King method) Reassessments must be scheduled for before school, Enrichment Time, or after school. Students who wish to be reassessed in a different way must meet with and get approval from the instructor first.

Your semester grade will consist of four parts: tested unit objectives (60%; 10% for each of the themes, plus a map exercises), assignments (10%), semester project (15%), and the final exam (15%). The following general grading criteria will be used to assess all student work.

<b>Grade</b>	<b>General Grading Criteria</b>	<b>Explanation</b>
<i>A</i>	<i>Student has an advanced understanding and/ or exceeds course expectations</i>	<p><i>Student meets all criteria for a “B” and uses evidence to do one of the following:</i></p> <ul style="list-style-type: none"> <li>• <b><i>defends a perspective on the topic</i></b></li> <li>• <b><i>establishes connections between concepts from various themes</i></b></li> <li>• <b><i>establishes connections between concepts from different regions*</i></b></li> <li>• <b><i>establishes connections between different units/ time periods.</i></b></li> </ul>
<i>B</i>	<i>Student has proficient understanding and/ or meets course expectations</i>	<i>Student meets all criteria for a “C” and uses <b>multiple specific examples</b> to meet the objective.</i>
<i>C</i>	<i>Student has a basic understanding and/ or partially meets course expectations</i>	<i>Student meets all criteria for a “D” and uses <b>multiple general examples</b> to meet the objective.</i>
<i>D</i>	<i>Student has a minimal understanding and/ or does not meet course expectations</i>	<i>Student meets the objective by providing a general description or definition of concept as it relates to the unit topic.</i>
<i>NP</i>	<i>Student has failed to demonstrate minimal course expectations</i>	<i>Student demonstrates recognition, but not understanding of the objective.</i>
<i>NE</i>	<i>No Evidence: Student has not provided any evidence of course expectations.</i>	<i>Student did not attempt to meet objective.</i>

## THEMES OF WORLD HISTORY

These are the five themes around which we will base our study of world history this semester. They are based on those chosen by the College Board. Following a brief description of each theme is a list of learning objectives which describe, in more detail, what a student must demonstrate to earn credit. In each unit we study, we will address each of the themes multiple times; however, not every objective will be assessed in each unit.

You will undoubtedly notice that there are many overlapping concepts amongst the themes. Most of the things we talk about in history classes can, and should, be viewed through multiple lenses.

### ➤ **Interaction Between Humans and the Environment (ENV):**

*How has the environment affected humans, and how have humans affected their environment, throughout history?*

1. Explain how have societies adapted to, and affected, their environments.
2. Explain how environmental factors have influenced patterns of human migration and settlement.
3. Evaluate to what extent, and in what ways, migration and urbanization have affected the environment.
4. Evaluate the extent to which environmental factors have influenced human technology, communication, transportation, exchange and settlement?

### ➤ **Development and Interaction of Cultures (CUL)**

*What has been the impact of the origin, use, spread, and adaptation of belief systems (religions, philosophies, ideologies, etc.) and knowledge within and between societies?*

1. Explain how belief systems (religions, philosophies, ideologies, etc.) originated, developed, and spread.
2. Explain how belief systems (religions, philosophies, ideologies, etc.) affected political, economic, and social developments.
3. Explain how cross-cultural interactions resulted in the diffusion of culture, technology, and scientific knowledge.
4. Explain how technological and scientific innovations affected belief systems (religions, philosophies, ideologies, etc.) over time.
5. Explain how the arts are shaped by and reflect innovation, adaptation, and creativity of specific societies over time.
6. Explain how expanding exchange networks created new forms of transregional culture (music, literature, art, etc.).

➤ **State Building, Expansion, and Conflict (SB)**

*How have systems of rule and governance been constructed, maintained, and changed over time?*

1. Explain how different forms of governance have been constructed, maintained, and changed over time.
2. Explain how and why economic, social, cultural, and geographic factors have influenced the way states were built, maintained, and dissolved.
3. Explain how and why internal and external factors have influenced the process of state building, maintenance, and dissolution.
4. Evaluate the impact of interactions between states, or between states and non-state actors.

➤ **Creation, Expansion, Interaction, and Decline of Economic Systems (ECON)**

*How have human societies produced, distributed, and consumed desired goods and services across time and place?*

1. Explain how technology shaped economic production and globalization.
2. Explain the causes and effects of different economic strategies in various communities and states.
3. Explain how different modes and locations of production and commerce have changed over time.
4. Explain the causes and effects of labor reform movements.
5. Explain how and why labor systems have changed over time.
6. Explain how economic systems and belief systems (religions, philosophies, ideologies, etc.) have influenced each other.
7. Explain how local, regional, and global economic systems and exchange networks have influenced each other over time.

➤ **Development and Transformation of Social Structures (SOC)**

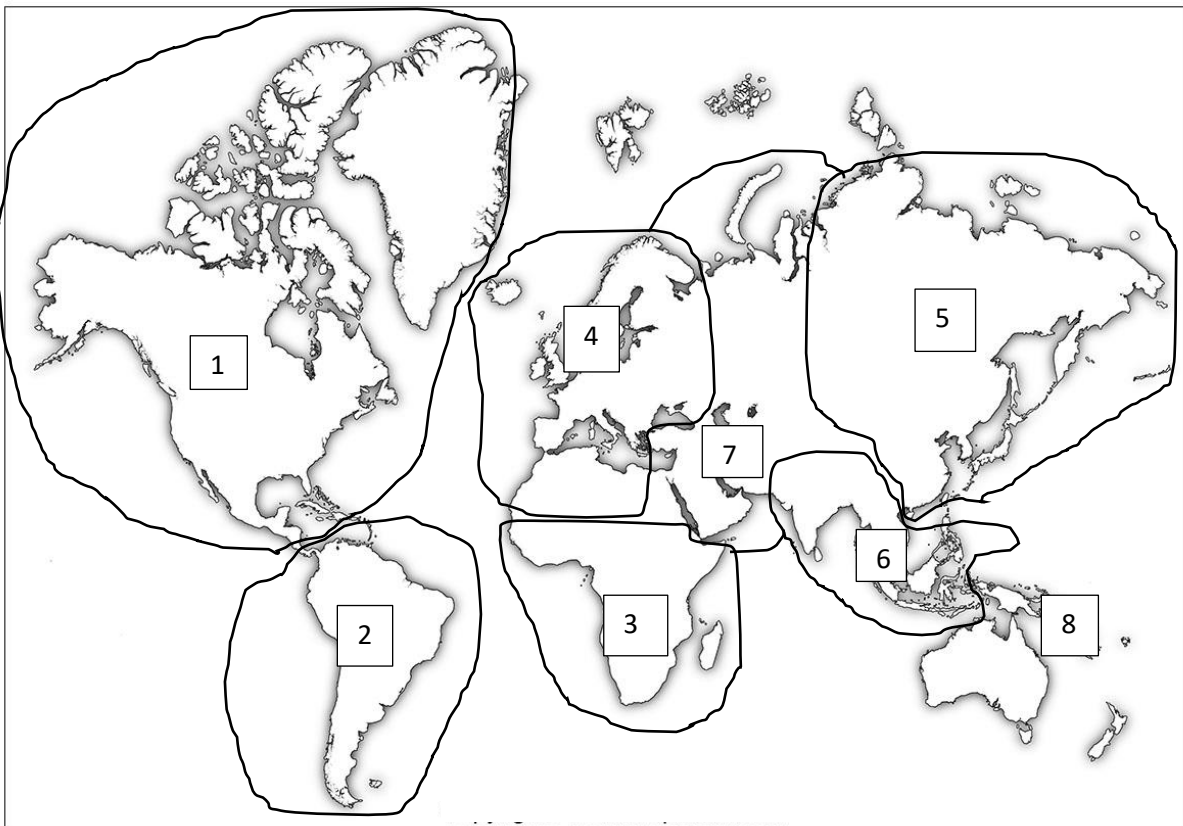
*How do human beings group themselves, as well as others, and how do these groupings govern the interactions between individuals, groups of individuals, or societies?*

1. Explain how distinctions based on kinship, ethnicity, class, gender and the perception of “race” influenced the creation, maintenance, and change of social hierarchies.
2. Evaluate the extent to which belief systems (religions, philosophies, ideologies, etc.) affected social hierarchies.
3. Evaluate the extent to which legal systems, colonialism, nationalism and independence movements have sustained or challenged social hierarchies.
4. Explain how political, economic, cultural, and demographic factors have affected social structures over time.
5. Explain how social categories, roles, and practices have been maintained or challenged over time.

**\* Regions**

Geographical awareness is a crucial part of the study of history. As such, each test will include a map question which will require the student know the location of several human and physical features.

Additionally, one of the ways a student can demonstrate “A” level learning is to establish connections between regions of the world. The map below outlines the regions and respective labels that will be used in class.



- |                          |                          |
|--------------------------|--------------------------|
| 1. North America         | 5. East Asia             |
| 2. South America         | 6. South Asia            |
| 3. Sub-Saharan Africa    | 7. Middle East & Eurasia |
| 4. Europe & North Africa | 8. Oceania               |