

Ancient History

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Grade: 9th-12th

Course Description: Students will examine the social, geographic, religious, economic, and cultural aspects of major periods of ancient history from prehistoric times to 1500 CE. Students will explore the development of river valley civilizations, the Gupta Empire, the Roman Empire, Classical Greece, Islamic civilizations, American and African civilizations, and the Middle Ages through the beginnings of the Renaissance.

Units:

Unit 1: **Human Origins and Early Civilizations: Prehistory to 1000 BCE**

Unit 2: **Early Civilizations and the Rise of Religious Traditions: 1000 BCE-500 CE**

Unit 3: **The Classical Civilizations of Greece and Rome: 1000-500 CE**

Unit 4: **Post-Classical Civilizations: 300-1000 CE**

Unit 5: **Regional Interactions: 1000-1500 CE**

Social Studies Practices:

Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

SSP.01: Collect data and information from a variety of primary and secondary sources, including:

- Printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals)
- Graphic representations (e.g., maps, timelines, charts, political cartoons, photographs, artwork)
- Field observations/landscape analysis
- Artifacts
- Media and technology sources

SSP.02: Critically examine a primary or secondary source in order to:

- Extract and paraphrase significant ideas
- Discern differences between evidence and assertion
- Draw inferences and conclusions
- Recognize the author's purpose, point of view, and potential bias
- Assess the strengths and limitations of arguments

SSP.03: Synthesize data from a variety of sources in order to:

- Establish accuracy and validity by comparing sources to each other
- Recognize disparities among multiple accounts
- Frame appropriate questions for further investigation

SSP.04: Construct and communicate arguments citing supporting evidence to:

- Demonstrate and defend an understanding of ideas
- Compare and contrast viewpoints
- Illustrate cause and effect
- Predict likely outcomes

- Devise new outcomes or solutions

SSP.05: Develop historical awareness by:

- Recognizing how and why historical accounts change over time
- Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness
- Evaluating how unique circumstances of time and place create context and contribute to action and reaction
- Identifying patterns of continuity and change over time, making connections to the present

SSP.06: Develop geographic awareness by:

- Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global)
- Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity
- Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena
- Examining how geographers use regions and how perceptions of regions are fluid across time and space
- Analyzing interaction between humans and the physical environment

Classroom Policies:

Grading Scale:

Unit Tests and Projects: 30%

Participation: 20%

Classwork: 20%

Quizzes: 15%

Midterm/Final: 15%

Assessments: Each unit will have at least one test depending on its size. Some units are larger than others. Quizzes will be every couple of weeks. I will tell you at least one week in advance for quizzes and two weeks for tests. There will be a midterm in December and a Final in May.

Participation: Participation is key to showing me you understand what we are learning in class. Every day you will get a bell ringer that you will write on a piece of notebook paper. At the end of the week, you will turn in that bellringer for a participation grade.

Classwork: All work will be completed in class during class time. If students do not complete work during class, in the time allotted, it will be assigned as homework so students can adhere to the determined deadlines.

Late Assignments: Students will have one week to turn in any assignments not completed in class. After one week, students will lose 5% every day until turned in or completed work will be a 50%. Late assignment grades are up to the teacher's discretion.

Absence: Students have up to how many days they were absent to turn in any homework that is due. So, if a student was absent for two days, they have two days to turn in any assignments that were assigned during their absence. **If a student misses a quiz or test, we will discuss how to**

make those up, but it must be made up AS SOON AS POSSIBLE! If a student is caught skipping class on a quiz/test day, they will be given an alternative assignment at the teacher's discretion.

Electronics: *I should not see any phones, AirPods, or other electronics UNLESS I have granted permission. The school provides a laptop for students, so there is no reason to have cell phones and other electronics out during class.*

First offense: A warning.

Second offense: Student will put their phone in "Phone Jail" until the end of class.

Third offense: The phone will be turned into the office and parents will have to pick up the device from the office.

Bathroom and Vending Machine: Students need to use the bathroom and go to the vending machine **BEFORE** the bell rings. If students are not in the classroom by the time the bell rings, they are late.

Classroom Materials:

Textbook (Provided by CHS)

Workbook (Provided by CHS)

Laptop and charger (Provided by CHS)

3 Ring Binder

Spiral Bound Notebook

Folder

Pens and/or pencils. I will provide as much as I can