

# Mr. Farrell's Classroom Syllabus

## 9<sup>th</sup> Grade Ancient World History – 1500 AD

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<b>Classroom:</b>	Room #120 – American Heritage School SLC Campus

### **Course Description:**

Welcome to the captivating journey through the annals of human civilization in our 9th grade Ancient World history class. Spanning from the cradle of civilization in Ancient Mesopotamia to the pivotal year of 1500 AD, this course offers a panoramic view of the key events, cultures, and transformations that have shaped our world. We'll traverse the majestic landscapes of Egypt, Mesopotamia, Greece, Rome, and beyond, unraveling the mysteries of ancient civilizations, the rise and fall of empires, pivotal religious and philosophical movements, and the dynamic exchanges that forged our global history. Through engaging lectures, immersive readings, and thought-provoking discussions, we'll journey through time, exploring the triumphs, conflicts, innovations, and enduring legacies that have sculpted the tapestry of human existence.

In this historical expedition within the context of our Christ-centered school, our course takes a special journey to illuminate the profound influence of Jesus Christ and Christianity on the vast canvas of human history. Rooted in our faith-based approach, this exploration isn't solely an academic pursuit; it's an opportunity for students to deepen their spiritual understanding and fortify their faith in Christ. As we navigate the annals of time, tracing the origins and impact of Christianity, we aim to not only uncover historical truths but also to empower students in their spiritual growth. Understanding the historical context of Jesus Christ's life and the spread of Christianity, its enduring significance will serve as a beacon, guiding students in strengthening their faith and fostering a more profound spiritual connection with the teachings and principles of Christ. This course is designed not just to inform minds but also to nourish hearts, encouraging students to reflect on the intersections of faith, history, and personal spiritual journeys.

### **Skills Description:**

This course isn't just a chronological study of history; it's a gateway to acquiring a spectrum of skills that will enrich students' understanding of the past and their perspectives on the present. Throughout our exploration of ancient civilizations to the threshold of the early modern era, students will:

- Develop critical thinking skills by analyzing historical sources, events, and their implications.

- Cultivate research and analytical abilities through studying primary and secondary historical texts.
- Enhance writing proficiency by crafting well-structured essays and historical arguments.
- Foster cultural empathy by examining diverse societies and their contributions to human history.
- Refine communication skills through class debates, presentations, and collaborative projects.
- Gain a deeper understanding of global interconnectedness and the development of civilizations.
- Recognize the enduring legacies of ancient societies and their impact on contemporary cultures.
- Engage in interdisciplinary connections between history, geography, art, literature, and religion.
- Cultivate a sense of historical perspective and appreciation for the complexities of human societies.

#### **Unit Descriptions:**

- Foundations of Civilization: Ancient Mesopotamia
- Classical Worlds:
  - Greece – wars, conflicts, and global diffusion of culture and architecture
  - Rome – Kingdom, Republic, Empire, and the fall
- Medieval Europe: Feudalism, Crusades, and Renaissance
- Encounters and Explorations: Age of Discovery and Global Connections

#### **Classroom Expectations:**

- Come to class **on time** prepared to learn, participate, and share.
- Always bring the required materials for this class (see below).
- Be respectful and avoid talking out of turn.
  - Be kind and considerate to other classmates and to Mr. Farrell.
- Use appropriate language and conduct yourself professionally.

#### **Classroom Rules:**

- Absolutely **NO** swearing or sexually inappropriate language of any kind.
- No cellphones, tablets, iPads, handheld video game devices, wired or Bluetooth headphones, smart watches, or any type of music playing device.
  - If any of these items are seen during school hours, Mr. Farrell will confiscate them and turn them into the office. **No exceptions.**
- No gum, food, or open drinks. Water with a sealable lid is okay.
- No sleeping, drawing/coloring, or completing other classwork.
- No writing, coloring, scratching, or carving on **ANYTHING** that is not yours.

### A WORD OF CAUTION:

- If any of the above expectations or rules are broken, a system of three warnings will be followed:
  - **Warning #1:** Student will be verbally prompted to stop behavior.
  - **Warning #2:** Student will meet with Mr. Farrell after class.
  - **Warning #3:** Mr. Farrell will call the students' parents/guardians.
- If the poor behavior persists, students will meet with their parents/guardians, Mr. Farrell, and the assistant principal to discover a solution.

### Required Practices:

- Students are required to keep all their completed assignments after they have been graded and returned to use as study materials. These materials will be placed in a three-ring binder.
- Students will keep all handouts and short stories in their binders.
- *If it's made of paper and Mr. Farrell gave it to you, keep it in your binder!*

### Restroom/Water Breaks:

- Students will be given **three** restroom passes each term, which must be used if a student leaves the classroom voluntarily for any reason.
- Unused restroom passes can be turned in at the end of each term in exchange for 50 extra credit points each.
- Passes cannot be used for exams/tests or final draft essays.

### When a RR Break is Needed:

- **Without speaking**, raise your hand and cross your fingers while waiting for Mr. Farrell's permission.
- **Take the hall pass** and quietly exit the classroom.
- Return quickly and enter the classroom **quietly**.

### Absences and Late Work:

- After being absent for any reason, students are expected to **meet with Mr. Farrell after school hours to receive any missed assignments**.
- Absent work is due exactly one week from the day a student returns after being absent before it is considered late.
- Any late work will automatically lose 15% from the total possible grade.
- When completed, late work must be turned into the late bin.

### Academic Dishonesty:

- The attempt of any student to present as his or her own work that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or an assignment written, in whole or in part, by someone else. Students are responsible for plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them.

- **There is ZERO TOLERANCE regarding academic dishonesty.** If a student is caught cheating, helping someone cheat, or plagiarizing, he/she will receive a failing grade on the assignment, meet with the principal, their parents/guardians will be contacted, and they will be subject to other disciplinary actions where appropriate.

**Required Daily Materials:**

- 1 highlighter or bright colored pencil for highlighting text
  - 1 pencil - #2
  - 1 pen – black or blue ink
  - A notebook or loose paper in a binder for note taking
- If a student runs out any of these materials, they are expected to replace these items as soon as possible. This is **not** Mr. Farrell's responsibility.
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**Remember:**

Mr. Farrell reserves the right to make changes to the syllabus at any time and for any reason. If changes are made, students and parents will be given adequate notice.

**Health Accommodations:**

If a student cannot meet any of the above-mentioned expectations or rules due to a medically diagnosed condition, the student's parents/guardians are expected to speak with Mr. Farrell during the first week of the school year, and special accommodations can be made.