

**COURSE INFORMATION SHEET**

**DATE:** January 1, 2006

**SECONDARY SCHOOL:** BREBEUF C.H.S., TCDSB

**DEPARTMENT HEAD:** B. Margou

**TEACHER:** B. Chin You, M. Loconte, T. Santo, N. Segó, B. Margou,

**DEPARTMENT:** Canadian and World Studies



<b>Curriculum Policy Document:</b>		Canadian and World Studies	
<b>Course Title:</b>	<b>World History to the Sixteenth Century</b>	<b>Course Code</b>	(CHW3M)
<b>Pre-requisite:</b>	Canadian History in the 20 <sup>th</sup> Century, Grade 10, Academic or Applied	<b>Grade &amp; Type</b>	Grade 11 University/College Preparation
<b>Full Year / Semester:</b>	Semester	<b>Credit Value</b>	1
<b>COURSE DESCRIPTION (AS SPECIFIED IN MINISTRY OF EDUCATION POLICY DOCUMENT)</b>			
<p>This course investigates the history of humanity from earliest times to the sixteenth century. Students analyse diverse societies from around the world, with particular regard to the political, cultural, and economic structures and historical forces that form the foundation of the modern world. They examine the influence of selected individuals and groups, as well as of particular innovations, and develop skills of historical inquiry, organization, analysis, and communication</p> <p><b>How This Course Supports The Ontario Catholic School Graduate Expectations:</b>                  Catholics are a people who have an historical consciousness. Taking part in our tradition means being aware that our faith community has been in existence for a long time and that our Judeo-Christian roots bring us back even further in time. This gives us a unique view on creation, humankind, and the issues that challenge humanity. The community of believers has influenced the way civilization has developed and it has been influenced by Western culture. The development of agriculture, the establishment of universities, and the fostering of art and architecture are high moments in Catholic history, which have nurtured the spirit of humanity. We have not always been true to our calling. There are times when we have failed to be ‘a light to the nations’ (Isaiah 51:5) and the spirit of humanity has suffered. Attempts to dominate the Aboriginal culture of the Americas, the Inquisition, and involvement in the persecution of non-Christian Europeans are low moments in Catholic history. We cannot change history but we can change how we live the gospel today; promoting the sacredness of life (CGE7d) and witnessing Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful, and compassionate society (CGE7e).</p>			
<b>Strand / Unit Titles</b>	<b>Hours</b>	<b>Overall Expectations / Unit Description</b>	
1. Palaeolithic and Neolithic Societies – The Journey to Civilization	(app. 10% of class time)	<p><b>Communities: Characteristics, Development, And Interaction</b></p> <ul style="list-style-type: none"> <li>➤ demonstrate an understanding of the characteristics of a variety of communities from prehistory to the sixteenth century;</li> <li>➤ demonstrate an understanding of the development of different forms of communities from prehistory to the sixteenth century;</li> <li>➤ analyse the interaction between selected societies from prehistory to the sixteenth century.</li> </ul> <p><b>Change And Continuity</b></p> <ul style="list-style-type: none"> <li>➤ analyse the factors that contributed to the process of change from prehistory to the sixteenth century;;</li> <li>➤ analyse the factors that contributed to the maintenance of stability and continuity in a variety of societies from prehistory to the sixteenth century;</li> <li>➤ demonstrate an understanding of the use and importance of chronology and cause and effect in studying world history before the sixteenth century.</li> </ul>	
2. First Civilizations of the Near East	(20% of time)		
3. Mediterranean Civilizations – From the Rise of the Hellenes to the Fall of the Romans	(20% of time)		
4. Medieval World – The Age of Faith	(20% of time)		
5. A Global Perspective of the Ancient World	(20% of	<p><b>Citizenship and Heritage</b></p> <ul style="list-style-type: none"> <li>➤ evaluate the contributions of selected individuals and groups to the</li> </ul>	

6. Legacies for Our World – Culminating Activity	time) (10% of time)	<p>development of legal, political, and military traditions;</p> <ul style="list-style-type: none"> <li>➤ evaluate the contributions of selected individuals and groups to the development of artistic, intellectual, and religious traditions;</li> <li>➤ demonstrate an understanding of the relationship between individuals, groups, and authority in different societies and periods to the sixteenth century.</li> </ul> <p><b>Social, Economic, and Political Structures</b></p> <ul style="list-style-type: none"> <li>➤ analyse the development and diversity of social structures in various regions of the world;</li> <li>➤ analyse diverse economic structures and the factors that affected their development;</li> <li>➤ demonstrate an understanding of the diversity and uniqueness of political structures throughout the world.</li> </ul> <p><b>Methods of Historical Inquiry</b></p> <ul style="list-style-type: none"> <li>➤ demonstrate an ability to locate, select, and organize information from a variety of sources;</li> <li>➤ demonstrate an understanding of the steps in the process of historical interpretation and analysis;</li> <li>➤ communicate opinions based on effective research clearly and concisely;</li> <li>➤ demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study.</li> </ul>
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STUDENT EVALUATION CRITERIA				
TERM – 70%		FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION – 100%
10 ≤ RELATIVE EMPHASIS / WEIGHTING ≤ 40		RELATIVE EMPHASIS / WEIGHTING		TERM TOTAL + FINAL TOTAL = REPORT CARD MARK
KNOWLEDGE/UNDERSTANDING	25	Written exam	20	
INQUIRY/THINKING	15	Final Assign.	10	
COMMUNICATION	15			
APPLICATION	15			
<b>TERM TOTAL</b>	<b>70</b>	<b>FINAL TOTAL</b>	<b>30</b>	

ASSESSMENT FORMAT USED					
WRITTEN		PERFORMANCE		OTHER	
Papers/Reports/Essay		Presentations		Teacher Observation	
Tests, quizzes		Projects		Poetry Analysis	
Diagramming		Simulation/role playing activities		Case Studies	
Graphic organizers		Debates		Computer-assisted learning	
Argumentative paragraph		Demonstrations		Cooperative Learning	
Response journals		Use of Powerpoint/Projector		Lectures	
Political cartoon analysis		Poster Making		Artifact analysis	
Editorial analysis		Surveys		Timeline	
Document analysis		Documentation of Sources		Researching the Internet	
Scenario Writing				Short Story Analysis	

RESOURCES (EXAMPLES PROVIDED)	
<b>TEXTBOOK</b>	<i>Echoes From The Past: World History to the 16<sup>th</sup> Century</i> , Newman, McGraw_Hill Ryerson, 2001 (\$60)
<b>STUDENT MATERIALS</b>	binder, ruler, pens, paper, internet very helpful
<b>EXCURSIONS</b>	t.b.a.

<b>COMPUTER USE</b>	Connection to the internet at home very useful but not mandatory
<b>COURSE RELATED WEBSITES</b>	<a href="http://eclass.tcdsb.org/">http://eclass.tcdsb.org/</a>

### **DEPARTMENT POLICIES, PROCEDURES AND STUDENT EXPECTATIONS**

#### **WRITTEN WORK**

- Teachers in this subject area are required under most circumstances to give at least a ONE week due date notice for all evaluations or assignments. Unit culminating assignments require at least a TWO week notice. Thus, the final due date will have passed 7 days (i.e. or 14 days for major assignments) for the student at the start of the class period to receive a “no mark” **unless** prior to the due date alternate arrangements are made with the teacher (e.g. for family emergencies, extended school trips, special educational considerations, etc.). The teacher will also accept a late assignment handed in along with a written explanation as to why the assignment was late and use his/her professional judgment as to whether the assignment will be evaluated. The teacher will take into consideration legitimate extenuating circumstances for the assignment not having been submitted electronically or by other means by the student on time. The teacher will also provide an alternative assignment in cases where the assignment was already handed back to the class and where the student explanation was deemed appropriate by the teacher. The teacher will also provide a **no** mark for skill related assignments (e.g., paragraph structure, bias, graphing, etc) and will provide a new due date to make up the skill related work. The onus is on the student to approach the teacher for any alternative opportunity. All “no marks” will be translated into zeros at the official reporting period if expectations are not met in alternate ways. The teacher during the official reporting period will also consider the student’s most consistent level of achievement within the 4 evaluative categories and will use professional judgment to adjust.

#### **PLAGIARISM:**

- Students shall be reminded that the use of an author's ideas in a student paper without giving proper credit to the author constitutes plagiarism. Likewise the use of an author's words without providing proper citation is plagiarism. All information and ideas taken from a source must be noted! One must use a footnote or endnote to give proper credit to the author. Also, works (i.e. including images) taken from the internet must adhere to copyright laws. Finally, a bibliography is a requirement for all major research papers.
- Students submitting other students’ work in full or partially will be deemed as plagiarism and both the copier and provider (i.e. if provider has prior knowledge or through negligence) will receive a mark of zero.
- Students must hand in original copies and are expected to produce upon request a second copy of all research information and rough copies and drafts within 24 hours of the request. Failure to meet the requested expectations will result in a zero mark given. ***This also means that students are expected to have duplicate copies of all major assignments at hand to be submitted to the teacher if necessary.***

#### **SEMINAR OR ORAL PRESENTATIONS**

- Attendance for a seminar or oral presentation on the date assigned is an academic responsibility, both to a student’s classmates and to the teacher. Firstly, cancellation of a seminar will create serious curriculum problems for the teacher. Only a certain amount of planned time is allotted for such seminars so that the core curriculum specified through the Ministry of Education is covered. Secondly, your classmates also plan their agenda in accordance with what is to be covered on a particular class day. Therefore, the consequences for missing a seminar are more severe compared to any other assignment.
- In the case of a medical or family emergency, the following procedures must be adhered to, otherwise a mark of zero will be assigned:
  1. Phone the school office by 8:00 a.m. and leave a brief message with the secretary **or** e-mail your teacher
  2. Upon return to school, provide the teacher with a medical certificate explaining your absence. For family emergency situations, please have your parent leave a message via an e-mail or directly on the teacher’s voice mail box if this is indicated by the teacher to be the preferred method.
  3. Upon return to school, provide the teacher with proof that the presentation is complete.

\*Please note that the above three expectations may be waived by the teacher if the absent student has switched dates with a classmate. Written proof of such is highly recommended along with teacher approval.

#### **GROUP WORK EXPECTATIONS**

Successful group work depends upon the individual effort and participation of each of the members of the group. It is therefore the student’s responsibility to be present and actively involved in group discussions and presentations. To ensure that a student and the group are not penalized because of an absence, it is essential that:

- the group chairperson have at least rough copies of all the members’ work
- the group be prepared to present even in the absence of one or more members

- it is the student’s responsibility to call or e-mail each member of the group and the teacher prior to the presentation in the event of a crisis that prevents his participation.

**ABSENCES FROM CLASS**

Please note that it is the responsibility of the student to find out what work has been missed in his absence. Whenever possible, see the teacher to receive class assignments prior to an absence if it is known ahead of time (e.g. sporting events). If that is not possible, use the e-mail system. (your own teacher or margouv@tcdsb.org---Dept. Head)

In case an assignment was due on the day of an absence (with the exception of homework—show the teacher first day back), the student is responsible to either e-mail the assignment or deliver it to the teacher by some other means on the due date. Failure to deliver the assignment on the due date would result in an assigned mark of zero. Tests and quizzes must be written first day back accompanied by a parental note and in consultation with the teacher’s preference of time (i.e., usually before school begins).

<b>HOMEWORK</b>	-all homework lessons for the course are given at the start of the semester— they may also be found on e-class.	
<b>TEACHER CONTACTS</b>	vmargou@hotmail.com or margouv@tcdsb.org --Dept. Head	
<b>EXTRA HELP</b>	-please make arrangements with the teacher outside of class time -e-class website --http://eclass.tcdsb.org/	
<b>REPORTING DATES</b>	Early “Warning” letter within first month approx., print out of class mark whenever requested by student or parent, mid-term report card & final report card.	
<b>Learning Skills Criteria</b>		
In each reporting period, the quality of the learning skills demonstrated by the student in each of the FOLLOWING categories WILL BE identified on the report card using the following letter symbols.		
<b>E–EXCELLENT      G–GOOD      S–SATISFACTORY      N–NEEDS IMPROVEMENT</b>		
<b>SKILL: WORKS INDEPENDENTLY</b>		
<b>INDICATORS:</b>		
<ul style="list-style-type: none"> <li>• accomplishes tasks independently</li> <li>• accepts responsibility for completing tasks</li> <li>• follows instructions</li> <li>• regularly completes assignments on time and with care</li> <li>• demonstrates self-direction in learning</li> <li>• independently selects, evaluates, and uses appropriate learning materials, resources, and activities</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates persistence in bringing tasks to completion</li> <li>• uses time effectively</li> <li>• uses prior knowledge and experience to solve problems and make decisions</li> <li>• reflects on learning experiences</li> </ul>	
<b>SKILL: ORGANIZATION</b>		
<b>INDICATORS:</b>		
<ul style="list-style-type: none"> <li>• organizes work when faced with a number of tasks</li> <li>• devises and follows a coherent plan to complete a task</li> <li>• follows specific steps to reach goals or to make improvements</li> <li>• revises steps and strategies when necessary to achieve a goal</li> </ul>	<ul style="list-style-type: none"> <li>• manages and uses time effectively and creatively</li> <li>• demonstrates ability to organize and manage information</li> <li>• follows an effective process for inquiry and research</li> <li>• uses appropriate information technologies to organize information and tasks</li> </ul>	
<b>SKILL: INITIATIVE</b>		
<b>INDICATORS:</b>		
<ul style="list-style-type: none"> <li>• seeks out new opportunities for learning</li> <li>• responds to challenges and takes risks</li> <li>• demonstrates interest and curiosity about concepts, objects, events, and resources</li> <li>• seeks necessary and additional information in print, electronic, and media resources</li> <li>• identifies problems to solve, conducts investigations, and generates questions for further inquiry</li> <li>• requires little prompting to complete a task, displaying self-motivation and self-direction</li> </ul>	<ul style="list-style-type: none"> <li>• approaches new learning situations with confidence and a positive attitude</li> <li>• develops original ideas and devises innovative procedures</li> <li>• attempts a variety of learning activities</li> <li>• seeks assistance when needed</li> <li>• uses information technologies in creative ways to improve learning for self or others</li> </ul>	
<b>SKILL: TEAMWORK</b>		
<b>INDICATORS:</b>		
<ul style="list-style-type: none"> <li>• works willingly and cooperatively with others</li> <li>• shares resources, materials, and equipment with others</li> <li>• responds and is sensitive to the needs and welfare of others</li> <li>• solves problems collaboratively</li> <li>• accepts various roles, including leadership roles</li> </ul>	<ul style="list-style-type: none"> <li>• questions the ideas of the group to seek clarification, test thinking, or reach agreement</li> <li>• shows respect for the ideas and opinions of others in the group or class</li> <li>• listens attentively, without interrupting</li> </ul>	

<ul style="list-style-type: none"> <li>• takes responsibility for his or her own share of the work to be done</li> <li>• works to help achieve the goals of the group or the class</li> <li>• helps to motivate others, encouraging them to participate</li> <li>• contributes information and ideas to solve problems and make decisions</li> </ul>	<ul style="list-style-type: none"> <li>• in discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding</li> <li>• recognizes the contribution of group members by means of encouragement, support, or praise</li> <li>• seeks consensus and negotiates agreement before making decisions</li> </ul>
<p><b>SKILL: WORK HABITS/HOMEWORK</b> <b>INDICATORS:</b></p>	
<ul style="list-style-type: none"> <li>• completes homework on time and with care</li> <li>• puts forth consistent effort</li> <li>• follows directions</li> <li>• shows attention to detail</li> <li>• uses materials and equipment effectively</li> </ul>	<ul style="list-style-type: none"> <li>• begins work promptly and uses time effectively</li> <li>• perseveres with complex projects that require sustained effort</li> <li>• applies effective study practices</li> </ul>