

COURSE INFORMATION SHEET

DATE: January 1, 2007
SECONDARY SCHOOL: BREBEUF C.H.S., TCDSB
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DEPARTMENT: Canadian and World Studies



Curriculum Policy Document:		Classical Studies & International Languages	
Course Title:	Classical Civilization	Course Code	LVV4U
Pre-requisite:	Grade 10 English, Academic or Applied	Grade & Type	Grade 12 (University Preparation)
Full Year / Semester:	Semester	Credit Value	1
COURSE DESCRIPTION (AS SPECIFIED IN MINISTRY OF EDUCATION POLICY DOCUMENT)			
<p>This course allows students to explore the beliefs and achievements of the classical world, which have shaped Western thought and civilization. Students will investigate such aspects of classical culture as its mythology, art, literature, and philosophy, as well as elements of ancient Greek and Latin, through a variety of activities such as dramatizations, audio-visual presentations, and discussions. By reading classical authors in English and examining archaeological evidence, students will enhance both their communication skills and their ability to think critically and creatively.</p> <p>The study of Latin, ancient Greek and Classical Civilization introduces students to some of the significant cultural and linguistic roots of Western societies. ... As a consequence, students enrolled in Classical studies courses should be able to speak, read, and write with greater proficiency, and should learn other languages more readily.</p> <p>Moreover, in all Classical studies courses, the knowledge students gain of the literature, mythology, and art as well as of the commercial and social practices of ancient civilizations enables them to better appreciate and respect their own heritage and that of others. The discoveries of archaeology have contributed significantly to our knowledge of the geography and history of the Classical world as well as to our understanding of its culture, particularly its art and architecture. For this reason, archaeology and its developments play an important part in Classical studies</p> <p>How This Course Supports The Ontario Catholic School Graduate Expectations:</p> <p>The history of the Catholic Church is founded in a profound way in the establishment of Greek and Roman civilization. Both the wisdom of the Old and New Testaments, is a wisdom of ancient cultures, of the Middle East and Southern Europe. This course allows Catholic school graduates to understand their deep connection to this wisdom that comes from classical civilizations. They will also understand more clearly the gospel values when put into context of the times from which they were first inspired. Students come to an understanding of the underlying biblical truths that remain unchanged over the millennia. They understand that certain values transcend history. In their development of historical skills they will integrate their faith with their life in society and recognize that they are part of that common thread which takes us back to Jesus' times. Through this experience they will know the same wonder the apostles shared when they first heard the Word spoken by Christ himself.</p>			
Strand / Unit Titles	Hours	Overall Expectations / Unit Description	
Unit 1: Early Greece	30 hours	<p>Mythology</p> <p>MYV.01 · demonstrate an understanding of the characteristics and functions of myths;</p> <p>MYV.02 · explain the impact of mythology on the arts (e.g., literature, music, sculpture, painting) and the sciences (e.g., psychology, astronomy);</p> <p>MYV.03 · apply their knowledge of Latin and/or ancient Greek in the study of mythology (e.g., in examining the names of gods and heroes, and place names such as Hades, Tartarus, Elysium).</p> <p>Art, Architecture, and Archaeology</p> <p>AAV.01 · identify a variety of styles and features in art and architecture,</p>	
Unit 2: Archaic, Classical and Hellenistic Greece	40 hours		
Unit 3: Rome and Its Empire	40 hours		

	<p>and define the terms used to describe and study them; AAV.02 · apply knowledge gained through the study of archaeological findings in their exploration of daily life and culture in classical times.</p> <p>Literature LTV.01 · demonstrate knowledge of a variety of genres and themes in classical literature, as well as an understanding of Latin and ancient Greek terms used in literature; LTV.02 · identify the similarities between the themes and genres of classical literature and those that appear in the literature of later cultures; LTV.03 · identify some of the ways in which classical literature has influenced the literature (e.g., plays, poetry, novels) and other art forms (e.g., sculpture, painting) of later cultures.</p> <p>History and Geography HGV.01 · apply knowledge of history and geography to the materials studied in class; HGV.02 · demonstrate an understanding of classical history and geography; HGV.03 · demonstrate an awareness of cultures that were contemporary with those of ancient Greece and Rome; HGV.04 · apply knowledge of classical political and social institutions to an understanding of other societies.</p> <p>Philosophy and Religion PRV.01 · demonstrate an understanding of various philosophies and religions found in ancient Greece and Rome; PRV.02 · explain ancient Greek and Latin philosophical and religious terms; PRV.03 · demonstrate an understanding of the influence of the philosophies and religions of ancient Greece and Rome on classical and other societies.</p>
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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						
TERM TOTAL	70	FINAL TOTAL	30				
ASSESSMENT FORMAT USED							
WRITTEN		PERFORMANCE		OTHER			
Papers/Reports/Essay		Presentations		Short Story Analysis			
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
RESOURCES (EXAMPLES PROVIDED)		
TEXTBOOK	Nagle, Brendan D. <u>The Ancient World</u> , Prentice Hall, (New Jersey 1989) 2 nd	
STUDENT MATERIALS	binder, ruler, pens, paper, internet very helpful	
EXCURSIONS	t.b.a.	
COMPUTER USE	Connection to the internet at home very useful but not mandatory	
COURSE RELATED WEBSITES	http://eclass.tcdsb.org/	

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).

HOMEWORK	-all homework lessons for most courses are given at the start of the semester— they may also be found on e-class.
TEACHER CONTACTS	<u>your</u> own teacher or margouv@tcdsb.org --Dept. Head
EXTRA HELP	-please make arrangements with the teacher outside of class time -e-class website -- http://eclass.tcdsb.org/
REPORTING DATES	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.

Learning Skills Criteria	
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.	
E–EXCELLENT	G–GOOD
S–SATISFACTORY	N–NEEDS IMPROVEMENT
SKILL: WORKS INDEPENDENTLY	
INDICATORS:	
<ul style="list-style-type: none"> • accomplishes tasks independently • accepts responsibility for completing tasks • follows instructions • regularly completes assignments on time and with care • demonstrates self-direction in learning • independently selects, evaluates, and uses appropriate learning materials, resources, and activities 	<ul style="list-style-type: none"> • demonstrates persistence in bringing tasks to completion • uses time effectively • uses prior knowledge and experience to solve problems and make decisions • reflects on learning experiences
SKILL: ORGANIZATION	
INDICATORS:	
<ul style="list-style-type: none"> • organizes work when faced with a number of tasks • devises and follows a coherent plan to complete a task • follows specific steps to reach goals or to make improvements • revises steps and strategies when necessary to achieve a goal 	<ul style="list-style-type: none"> • manages and uses time effectively and creatively • demonstrates ability to organize and manage information • follows an effective process for inquiry and research • uses appropriate information technologies to organize information and tasks
SKILL: INITIATIVE	
INDICATORS:	
<ul style="list-style-type: none"> • seeks out new opportunities for learning • responds to challenges and takes risks • demonstrates interest and curiosity about concepts, objects, events, and resources • seeks necessary and additional information in print, electronic, and media resources • identifies problems to solve, conducts investigations, and generates questions for further inquiry • requires little prompting to complete a task, displaying self-motivation and self-direction 	<ul style="list-style-type: none"> • approaches new learning situations with confidence and a positive attitude • develops original ideas and devises innovative procedures • attempts a variety of learning activities • seeks assistance when needed • uses information technologies in creative ways to improve learning for self or others
SKILL: TEAMWORK	
INDICATORS:	
<ul style="list-style-type: none"> • works willingly and cooperatively with others 	<ul style="list-style-type: none"> • questions the ideas of the group to seek clarification, test thinking, or

<ul style="list-style-type: none"> • shares resources, materials, and equipment with others • responds and is sensitive to the needs and welfare of others • solves problems collaboratively • accepts various roles, including leadership roles • takes responsibility for his or her own share of the work to be done • works to help achieve the goals of the group or the class • helps to motivate others, encouraging them to participate • contributes information and ideas to solve problems and make decisions 	<p>reach agreement</p> <ul style="list-style-type: none"> • shows respect for the ideas and opinions of others in the group or class • listens attentively, without interrupting • in discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding • recognizes the contribution of group members by means of encouragement, support, or praise • seeks consensus and negotiates agreement before making decisions
<p>SKILL: WORK HABITS/HOMEWORK</p> <p>INDICATORS:</p>	
<ul style="list-style-type: none"> • completes homework on time and with care • puts forth consistent effort • follows directions • shows attention to detail • uses materials and equipment effectively 	<ul style="list-style-type: none"> • begins work promptly and uses time effectively • perseveres with complex projects that require sustained effort • applies effective study practices