|  | **Course Outline and Evaluation Summary**  Course Code: CHW3M  Title of Course: World History to the End of the Fifteenth Century  Department: Social Science | **2022-2023**  416-395-3210  x20075 |
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| **Course Description** |
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| In this course, students will investigate the history of humanity from the earliest times to the sixteenth century. Students will analyze diverse societies from around the world, with regard to the political, cultural and economic structures and historical forces that form the foundation of the modern world. Also examined will be the influence of selected individuals and groups, as well as particular innovations, and will develop skills of historical inquiry, organization, analysis, and communication. |

| **Course Evaluation** | | | | | |
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| Course evaluations incorporate one or more of the achievement categories (KICA). A brief description of each category can be found [here](https://www.dcp.edu.gov.on.ca/en/assessment-evaluation/categories-of-knowledge-and-skills). The final grade is calculated using the weighted percentages below. | | | | | |
| **Term Work:** | **A variety of tasks where you show your learning and have marks assigned using the Achievement Categories/Strands** | | **Summative**  **Evaluation:** | **Marked summative tasks which assess your learning on the entire course** | |
| 70% | 35% | Knowledge & Understanding | 30% | 15% | Culminating Task |
| 30% | Thinking & Inquiry |
| 20% | Application | 15% | Final Exam |
| 15% | Communication |

| **Learning Skills** |
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| Learning skills provide Information to help students understand what skills, habits & behaviors are needed to work on to be successful. These are not connected with any numerical mark. A brief description of each skill can be found [here](http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf#page=17).  **Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation**  E – Excellent G – Good S – Satisfactory N – Needs Improvement |

| **Required Materials** |
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| Any educational resource required for this course will be provided by the school. It is the student’s responsibility to come to class with these materials. The textbook for this course is World Civilizations. Students will be issued this book at the beginning of the course. The replacement  cost for this textbook is $115.00. |

| **School/Departmental/Classroom Expectations** |
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| **Attendance:** The student is expected to attend class on time. Parents/guardians will be contacted if lates/attendance becomes an issue/hindrance. If the student knows about an absence in advance, they should contact the teacher.  **Plagiarism/Cheating:** A mark of 0 will be assigned for any work submitted that does not belong to the student. A mark of 0 will be assigned to a student who was found to have cheated. Parents/guardians will be informed.  **Missed Work:** If a student is absent from class, (e.g. illness, sports team) it is their responsibility to find out what they have missed and to catch up. The student is responsible for completing all of the work that was missed due to an absence. If a student misses an assignment or test without a legitimate explanation and documentation, marks up to and including the full value of the evaluation may be deducted. Make-up tests must be arranged to be written.  **Late Work:** Late work may result in a deduction of marks up to and including the full value of the evaluation. |

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| Course Assessment Tasks | | | |
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| **Unit/Topic/Strand** | **Big Ideas** | **Major Assignments / Evaluations** | **Estimated Duration** |
|  | Historical Inquiry: Students will use the historical inquiry process when investigating aspects of world history, such as formulating questions, selecting, interpreting, and analysing evidence, and formulating conclusions. They will also have several opportunities to assess the credibility of sources and information, and use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when evaluating evidence and formulating conclusions around historical topics. | Historical Movie Review - completed following the four stages of the research process and culminating in a research essay. |  |
| Unit 1: | Through their examination of current historical evidence, students will learn about the development of societies from the most simple to the most complex. They will examine the different roles of members of those societies in the early stages of human history, particularly during the Paleolithic and Neolithic historical periods. In this unit, students will be introduced to the process of historical inquiry, analysis and interpretation and will come to understand how these interpretations shape the way history is studied. Finally, students will examine the transition from hunter/gatherer societies to agricultural societies and evaluate the criteria a society must meet to be regarded as a civilization. | May include the following:  Stage 1 - Research Process  Determining Historical Significance  Archaeological Dig Reflection  Unit Test | 30 hours  (approx.) |
| Unit 2: | In this unit, students will have an opportunity to analyse the evolution of early societies including factors that were necessary for their development. Students will also analyse key social, economic, and political structures and developments in early societies and emerging cradles of civilization and explain their impact on people’s lives. Furthermore, they will examine how interactions within and between societies contributed to the development of civilizations. | May include the following:  Stage 2 - Research Process  Writing in Role - Historical Perspective  Unit Reflection  Unit Test | 30 hours  (approx.) |
| Unit 3: | Through the analysis of key social, economic, and political structures and developments, students will examine the structures within flourishing civilizations that helped maintain social order and encourage growth. They will also discover how various factors contributed to the stability, consolidation, and/or expansion of flourishing societies, as well as the role played by the contributions of various individuals and groups to the development of identity, citizenship, and culture. | May include the following:  Stage 3 - Research Process  Primary Source Analysis  Gods and Goddesses Speed-Dating  Unit Reflection  Unit Test | 30 hours  (approx.) |
| Unit 4: | Students will consider the role various social, economic, and political events and developments played in the decline of civilizations prior to 1500, and how these factors affected people living in these societies. They will analyse how interrelationships with other societies and with the environment contributed to their decline, but also why some societies succeeded in maintaining aspects of their identity despite being conquered by other civilizations. | May include the following:  Stage 4 - Research Process  Infographic  Unit Reflection  Unit Test | 30 hours  (approx.) |
| Culminating Task(s) | Final Research Essay - 15%  Exam - 15% |  |  |