



COURSE OVERVIEW 2019-20

Course Name:	World History to the Sixteenth Century	Course Code:	CHW 3M
Course Type:	Grade 11 College / University Preparation	Credit Value:	1.0
Teacher(s):	Harris		

Course Description:

This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyse diverse societies from around the world, with an emphasis on the political, cultural, and economic structures and historical forces that have shaped the modern world. They will apply historical inquiry, critical-thinking, and communication skills to evaluate the influence of selected individuals, groups, and innovations and present their conclusions.
Prerequisite: Canadian History in the Twentieth Century, Grade 10, Academic or Applied

<http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld1112curr.pdf>

Course Overall Expectations:

Strand	Overall Expectations
Communities: Characteristics, Development, and Interaction	describe the changing characteristics of communities from earliest times to the sixteenth century;
	analyse how selected societies have evolved and responded to challenges;
	analyse the interaction between various societies from the time of the first communities to the sixteenth century.
Change and Continuity	analyse the factors that contributed to the process of change from earliest times to the sixteenth century;
	analyse the factors that contributed to the maintenance of stability and continuity in a variety of societies from earliest times to the sixteenth century;
	demonstrate an understanding of the importance of using the concepts of chronology and cause and effect in studying world history before the sixteenth century.
Citizenship and Heritage	demonstrate an understanding of the ways in which various individuals, groups, and events influenced changes in major legal, political, and military traditions before the sixteenth century;
	analyse the contributions of various individuals and groups to the development of arts, knowledge, religion, and technology prior to the sixteenth century;
	analyse changing concepts of authority and individual rights in different societies and periods prior to the sixteenth century.

Course Overall Expectations:

Strand	Overall Expectations
Social, Economic, and Political Structures	analyse the development and diversity of social structures in various regions of the world prior to the sixteenth century;
	analyse diverse economic structures and the factors that affected their development;
	demonstrate an understanding of the diversity and uniqueness of political structures throughout the world.
Methods of Historical Inquiry and Communication	use methods of historical inquiry to locate, gather, evaluate, and organize research materials from a variety of sources;
	interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry;
	communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

Assessment and Evaluation Strategies:

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning).

Unit Overview	Assessment and Evaluation Methods (May include major evaluations)
Prehistory: archaeology, anthropology, origins of humans Agricultural Revolution: definition of civilization Sumer Egypt	Tests, assignments
World Civilizations: China, Black African Kingdoms, Indus/India, Persia, Byzantium, Aztecs, Mayans, Incas, Phoenicians, Etruscans, Minoans, Islam,	Group Presentations, research papers
Classical Greece Alexander the Great Rome	Tests, assignments, research papers
Dark Ages Renaissance Reformation	Book Review
Course Culminating Activity/Independent Study	Essay

Final Exam	January
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Assessment and Evaluation Categories and Weights:

Achievement Chart Categories		Evaluation/Weight of Marks	
Achievement Category	Percentage	Evaluation	Percentage
Knowledge/Understanding	25%	Term Evaluation	70%
Thinking/Inquiry	25%	Final Evaluation	
Communication	25%	• ISP	10%
Application	25%	• Exam	20%

Learning Skills and Work Habits Assessment:

The development of learning skills and work habits is an integral part of student learning. These skills are:

- **Responsibility**
- **Organization**
- **Independent Work**
- Collaboration
- Initiative
- Self-Regulation

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. (e.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

Academic Dishonesty - Cheating and Plagiarism:

Learning tasks that students complete as well as the assignments, tests and exams that students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence that will not be condoned. Academic consequences will result.

Late and Missed Assignments - Student Roles and Responsibilities

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

Mark deductions for late and missed assignments may apply to major assignments only.

References: ***TVDSB Assessment & Evaluation Policy, September 2011; Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools, 2010.***
Student Planner and School Web site