

# CHW3M

## Course Outline

PREREQUISITE: CHC2P/CHC2D      HOURS: 110      CREDIT VALUE: 1

DEPARTMENT HEAD: Mr. G Simm

TEXTBOOK: *World Civilizations*

REQUIRED MATERIALS: Stationary, paper and HWDSB computer authorization

GUIDELINE: The Ontario Curriculum Grades 11 and 12: Canada and World Studies (2005)

The text will be provided without charge. The student is responsible for returning the book in reasonable condition. The student will be charged a cost of \$70 for lost or damaged books.

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### COURSE DESCRIPTION

*CHW3M: World History to the Sixteenth Century*

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 to present their own conclusions

### CURRICULUM STRANDS:

- A: Communities: Characteristics, Development and Interaction
- B: Change and Continuity
- C: Citizenship and Heritage
- D: Social Economic and Political Structures
- E: Methods of Historical Inquiry and Communication

### OVERALL EXPECTATIONS:

**Communities: Characteristics, Development and Interaction**

By the end of this course, students will:

- 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

By the end of this course, students will:

- 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

By the end of this course, students will:

- 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

## Social, Economic and Political Structures

By the end of this course, students will:

- 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

By the end of this course, students will:

- 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.

The primary purpose of assessment and evaluation is to improve student learning

## ASSESSMENT

The process of assessing student learning is continuous and on-going. Teachers use information gathered through assessments to provide feedback for students, to guide instruction and develop individual learning goals for students. This is assessment *for* learning. Students use this feedback to continuously improve their achievement and set individual learning goals. This is assessment *as* learning. Information from assessments informs the teacher's professional judgment, but is not used in determining the student's level of achievement.

## EVALUATION

Evaluation is the process of determining a level of student achievement of the Overall Expectations for a course, which is recorded as a mid-term or final grade on a report card.

Students will be given numerous and varied opportunities to demonstrate their achievement of the Overall Expectations across the four categories of achievement (Knowledge & Understanding, Thinking, Communication and Application). Evidence of student achievement of the Overall Expectations is collected over time from three different sources - observations, conversations and student products.

To be successful students **must demonstrate achievement of EACH of the Overall Expectations** for the course. If a student is missing evidence of achievement of one or more of the Overall Expectations then a lower limit will be determined by the teacher.

In determining a report card grade teachers use their professional judgment to interpret the evidence of student achievement which reflects the student's most consistent level of achievement with special considerations given to the more recent evidence.

The final grade is determined by the following breakdown:

**70 %** – evaluations made at the end of units throughout the semester.

**30%** – final demonstrations of learning (culminating activities and/or final examinations)

## REPORT CARDS

Student progress is reported at 3 times during the semester.

**Interim Report** - October and March. Reports on student Learning Skills and Work Habits with next steps for improvement.

**Mid-term Report Card** - November and April. Reports on student achievement of the Overall Expectations to date. **Incomplete achievement** is reflected on Mid-term Report Cards, but replaced when learning has been demonstrated.

**Final Report Card** - February and July. Reports on student achievement of all of the Overall Expectations.

## ACADEMIC HONESTY

Students are responsible for being academically honest in all aspects of their schoolwork. Academic dishonesty includes a variety of behaviours including cheating, plagiarism, facilitating or aiding academic dishonesty, and the unauthorized access or manipulating of student records, work and computer programs. Such behaviours impede the learning process and threaten the educational environment for all students.

Intentional academic dishonesty will result in disciplinary consequences. Teachers and parents should support students in striving for excellence and producing work with integrity.

## ATTENDANCE AND LEARNING SKILLS

There is a direct link between good attendance and success at school. Students are expected to attend classes regularly and on time. Evidence of student achievement is gathered during classes through observations and learning conversations.

Learning Skills play an important role in a student's level of achievement. Students will be assessed on the following learning skills: responsibility, organization, independent work, collaboration, initiative, and self-regulation.

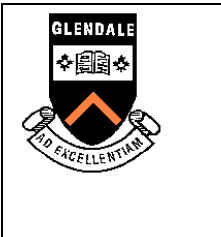
### CELL PHONES/PERSONAL ELECTRONIC DEVICES

Teachers will determine when personal electronic devices, including cell phones, will be used as instructional tools/supports. At other times these devices (with the exception of electronic translators) are not to be used and must be turned off and be stored away. Consequences for inappropriate use of these devices may include removal of the device from the learning environment.

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### SCHOOL WIDE SUPPORTS

- ☺ Student Support Team (formerly know as Learning Resource)
  - In-class help
  - Test and exam support
  - Alternate learning environment
- ☺ English Language Learner Support Team
  - Lunch-time help
  - Test and exam support
- ☺ Math lunch-time help
- ☺ Math Homework Help - on-line support
- ☺ Information via school website @ <http://schools.hwdsb.on.ca/glendale/>
- ☺ School wide access to password protected wireless network
  - Access to on-line resources
- ☺ Literacy Coaching
- ☺ Literacy @ Lunch



**Glendale Secondary School**  
**History Course Outline 2012/2013**  
**World Civilizations**  
**Grade 11**  
**CHW3M**



**TEACHER:**

**PREREQUISITE:** CHC2D/CHC2P

**HOURS:** 110

**CREDIT VALUE:** 1

**DEPARTMENT HEAD:** Mr. G Simm

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I am aware of the course expectations and the policies and supports put in place for the student to be successful.

**Student's Name:** \_\_\_\_\_

**Teacher's Name:** Mr. Simm

**Contact Number:** 905-560-7343 ext. 555

**Email:** glen.simm@hwdsb.on.ca

**Department Head Name:** Mr. G Simm

**Contact Number:** 905-560-7343 ext. 555

**Parent/ Guardian Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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