



WORLD HISTORY TO THE END OF THE FIFTEENTH CENTURY COURSE OUTLINE

Course and Contact Information

Course Title: World History to the End of the Fifteenth Century
Course Code: CHW 3M1/6
Grade: 11
Credit Value: 1
Level: Academic/Gifted
Academic Year : 2015 – 2016

Department: History
Curriculum Leader: Mr. Dingwall
Teachers : Mr. Dahlke, Mr. Dingwall
Email Contacts: adam.dahlke@tdsb.on.ca
timothy.dingwall@tdsb.on.ca
Telephone Contact : 416 393 0284 ext (20085)
Email Preferred

Course Summary

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

Overall Expectations

A. Historical Inquiry and Skill Development - Historical Inquiry: Use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history to 1500. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful.

B. Early Societies and Rising Civilizations - Early Societies: Analyse the evolution of early societies in various parts of the world, including factors that were necessary for their development. Social, Economic, and Political Context: Analyse key social, economic, and political structures and/or developments in three or more early societies and emerging cradles of civilization, each from a different region and a different period prior to 1500, and explain their impact on people's lives. Cooperation, Conflict, and Rising Civilizations: Analyse, with reference to specific early societies and emerging cradles of civilization, each from a different region and a different period prior to 1500, how interactions within and between societies contributed to the development of civilizations.

C. Flourishing Societies and Civilizations - Social, Economic, and Political Context: Analyse key social, economic, and political structures and developments in three or more flourishing societies/ civilizations, each from a different region and a different period prior to 1500. Stability and Expansion: Analyse how various factors contributed to the stability, consolidation, and/or expansion of flourishing societies/civilizations from different regions and different periods prior to 1500. Identity, Citizenship, and Culture: Assess the contributions of various individuals and groups to the development of identity, citizenship, and culture in three or more flourishing societies/civilizations, each from a different region and a different period prior to 1500.

D. Civilizations in Decline - Social, Economic, and Political Context: Explain the role of various social, economic, and political events and developments in the decline of three or more societies/ civilizations, each from a different region and different period prior to 1500, and how these factors affected people living in these societies. Interrelationships: Analyse how interrelationships with other societies and with the environment contributed to the decline of three or more societies/ civilizations, each from a different region and different period prior to 1500. Cultural Characteristics and Identity: Analyse aspects of culture and identity in three or more societies/civilizations in decline, each from a different region and different period prior to 1500.

E. The Legacy of Civilizations - Social, Cultural, and Political Heritage: Analyse the socio-economic, cultural, and political legacies of societies/civilizations from three or more regions and from different periods prior to 1500. The Legacy of Interactions: Analyse various types of interactions between societies prior to 1500 and how societies benefited from and were harmed by such interactions. The Fifteenth-Century World: Demonstrate an understanding of the general social, economic, and political context in societies in two or more regions of the world in the fifteenth century.

Academic Integrity

Ongoing evaluation in a variety of forms provide students the opportunity to provide evidence of their learning. In order for teachers to accurately assess student learning all tests/exams and assignments must be the student's own work and must be submitted on time. Cheating, plagiarism, not completing work and submitting work late may result in a mark of "0" for part or all of the evaluation opportunity. Consequences will adhere to Northern Secondary School and TDSB policy and will be determined by the student's teacher, the Curriculum Leader and, at times, the student's guidance counsellor and Vice-Principal.

Northern policies are outlined in the student handbook. Students and their parents should review these policies together. Additional resources addressing plagiarism are available from the UofT Writing Centre at <http://www.writing.utoronto.ca/advice/using-sources>. Students and their parents should pay particular attention to the Writing Centre's "How Not To Plagiarize" <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>.



WORLD HISTORY TO THE END OF THE FIFTEENTH CENTURY CHW 3M1/6

<p>Late Assignments</p> <p>Students are responsible for completing and submitting work on time. Students must make every effort to abide by due dates. Please refer to the Northern Secondary School Agenda regarding evaluation of late assignments.</p>	<p>Missed Tests</p> <p>Tests will be scheduled in advance and students are expected to make every effort to attend. If you know you are going to miss a test you must discuss your options with your teacher prior to the test, otherwise a mark of zero will be recorded. It is your responsibility to make these alternate arrangements with your teacher. If you miss a test due to illness please have a parent/guardian email the teacher immediately. You must speak to the teacher upon your return to school to reschedule the evaluation and a doctor's note might be required.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Attendance and Punctuality</p> <p>Every class is an opportunity to think, learn and socialize. Every class missed is that opportunity lost. The consistent decision to skip, or arrive late to class, and forgo knowledge and betterment eventually becomes irrevocable. Though attendance is not worth marks, better attendance usually translates to better grades and a more complete individual. I suggest that you attend class unless you are quite ill, there is a family emergency or you are excused for school activities.</p>

<p>Course Materials</p> <p>Text: Newman, Garfield. <i>Echoes from the Past – World History to the 16th Century</i>. (Toronto: McGraw-Hill Ryerson Limited, 2001). Replacement cost to student: \$105.60.</p>

Evaluations	
Students will be evaluated through summative and final summative evaluations. Evaluations aim to be a valuable reflection, demonstration and assessment of classroom and independent learning.	
Term Evaluations	Final Evaluations
Term evaluations will comprise 70% of the final grade divided evenly through the achievement categories.	Final evaluations will comprise 30% of the final grade divided evenly through the achievement categories.
Achievement Categories	Learning Skills
Students will be evaluated through term summative evaluations and final summative evaluations in the following achievement categories used to arrive at a percentage grade on the Provincial Report Cards: Communication (vocabulary, grammar, graphs, clarity, presentation, neatness, editing, sequencing, organization) 25% of final grade Application (connections, perspectives, skills, procedures) 25% of final grade Knowledge and Understanding (research, course readings, content, facts) 25% of final grade Thinking and Inquiry (creativity, planning, problem solving, originality, analysis, interpreting, analyzing, reasoning) 25% of final grade	Learning skills are reported on the Provincial Report Card separately from the percentage mark. They will indicate your demonstration of those skills required to be successful in history. These skills are grouped under the following headings: Responsibility (commitment, deadlines, timelines) Organization (planning, process) Independent Work (class time, homework, dedication) Collaboration (positive relationships, conflict resolution, sharing, teamwork) Initiative (opportunistic, innovative, positive attitude, hard-working) Self-Regulation (goal oriented, critical reflection, perseverance)