



MISSISSAUGA SECONDARY SCHOOL
Canada and World Studies
COURSE INFORMATION
COURSE: World History to the End of 15th Century (CHW3M0)
 Gr.11 University/College Preparation
2018-2019



Course Strands and Expectations

Course Description:

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

Course Overarching Learning Goals:

By the end of the course, students will:
Goal One: Students formulate different types of questions to guide investigations into issues, events, and/or developments in world history to 1500

Goal Two: Students select and organize relevant evidence and information on aspects of world history to 1500 from a variety of primary and secondary sources ensuring that their sources reflect a range of perspectives.

Goal Three: Students use concepts of historical thinking to interpret and analyze evidence and information relevant to investigations of historical issues, events and/or developments of World History to 1500

Goal Four: Students evaluate and synthesize their findings, using concepts of historical thinking, to formulate conclusions and/or make informed judgments or predictions about historical issues, events, and/or developments in World History to 1500

Goal Five: Students communicate their ideas, arguments and conclusions about historical issues, events and/or developments in World History to 1500 using formats and styles (text forms) that suit the purpose and audience.

Course Weighting

Term	70%
Knowledge	17.5
Thinking	17.5
Communication	17.5
Application	17.5

Final Exam/ Summative 30%
 Included RPT & Formal Exam

Strand 1: Historical Inquiry Skills and Skills 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

Strand 2: Early 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

Strand 3: 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.

Strand 4: 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

Strand 5: The Legacy of Civilization

- **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

Assessment and Evaluation - Key Terms and Definitions

Assessment for Learning: The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there (e.g. portfolios, observations, conversation, Non-graded quizzes, pre-tests, minute papers, exit tickets, written assignments, concept maps, interviews, progress monitoring, performance). The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning.

Assessment as Learning: The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning (e.g. learning logs, Metacognitive questions and self-assessment using Graphic Organizers, Interviews, Conferences); use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals (e.g. goal setting). Assessment as learning requires students to have a clear understanding of the learning goals and success criteria (e.g. co-constructing rubrics/check lists, self assessment, peer assessment).

Assessment of Learning: The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. (e.g. test, summative assignment) The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

(Assessments are based on **TRIANGULATION OF EVIDENCE** - observations, conversations and products - produced and collected over time)

**STUDENT ASSESSMENT, EVALUATION, AND REPORTING IN PEEL SECONDARY SCHOOLS
(Growing Success Policy 2010 and Peel Policy 14)**

Achievement Chart Category			
Knowledge	Thinking/Inquiry	Communication	Application
-Knowledge of content (e.g., facts, terms, definitions) standing of content (e.g., concepts, ideas, theories, procedures, processes)	- Use of planning skills(e.g., focusing research, gathering information.) -Use of processing skill (e.g., analysing, generating, integrating, synthesizing) -Use of critical/creative thinking processes (e.g., inquiry process, problem-solving)	- Expression and organization of ideas and information (e.g., clear expression) - Communication for different audiences and purposes in oral, written, and visual forms -Use of conventions vocabulary, and terminology of the discipline in oral, written, and visual forms	- Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts -Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts -Making connections within and between various contexts
Triangulation of Evidence			
OBSERVATIONS	CONVERSATIONS	PRODUCTS	
<ul style="list-style-type: none"> • Checklists • Problem solving group work • Presentations • Reading skills • Skills of written expression • Listening and speaking skills • Records of practice (e.g. anecdotal notes, photos etc.) 	<ul style="list-style-type: none"> • Peer feedback • Group work records • Student-teacher conferences • Journals • Student conferences • Self-assessments • Records of practice (e.g. anecdotal notes, drawings, photos etc.) 	<ul style="list-style-type: none"> • Reader response journal • List of books read • Test scores • Writing portfolio • Records of practice (e.g. photos, video recording etc.) 	

Success Criteria for completing this course:

Student Responsibilities:

Students responsibilities are a cornerstone of academic success and include: attendance, punctuality, timely completion of homework and assignments, and academic integrity. Students are responsible for: self-advocacy; completion and submission of their own work; submission of required assignments on the assigned due date; striving for excellence; and completion of course requirements.

Learning Skills:

It is an expectation that each student is assessed not only on their academic achievement but also on their Learning Skills. These skills include: *Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self Regulation*. Learning skills will not be factored into the grade for this course but will appear on the report card. It is important to remember that the development and consistent practice of these skills will influence academic achievement.

Late and Missed Assignments

Please see the Policy on Absence of Evidence of Student Achievement as outlined in the schools solution manual

Plagiarism and Cheating

Please see the Policy on Plagiarism and Cheating in the schools solution manual

Homework, Assignments and Effective Communication

To earn a credit students have a responsibility to submit sufficient evidence of understanding within established deadlines. It is in the student's best interest to submit evidence of learning at every opportunity that is provided, so that his/her grade accurately reflects what was learned. In the event that a student produces insufficient evidence in the key understandings for the course, the entire credit is at stake.

Movie Viewing Permission

We plan to show PG / PG-13 / PG-14 rated movies in full or as excerpts to enhance our class curriculum. Our school requires parental permission for your son/daughter to view movies that are used in our curriculum, or selected by our teachers, which are rated PG, PG-13, and PG-14. We believe showing your son/daughter certain movies enable them to benefit from another medium as a resource in their study of Canadian history. Movies, along with our hands-on activities such as reading, in-class discussion, and research projects, give students a well-rounded opportunity to discover Canada and the world. Movies go beyond dry facts and help bring events "alive". Be assured that we will use proper discretion when showing these movies. **Please check "Yes" or "No" below:**

___ **Yes**, I approve my child's viewing of curriculum and school appropriate movies rated PG / PG-13 / PG-14.

___ **No**, I do not approve my child's viewing of curriculum and school appropriate movies. I understand alternate learning experiences will be provided for my child while the movie is being watched.

Student Signature: _____

Parent Signature: _____