



PORT CREDIT S.S. COURSE OVERVIEW



Adventures in World History

DEPARTMENT: Social Science

COURSE CODE: CHM4E0

TEXTBOOK: textbooks are reserved exclusively for classroom use

TEXTBOOK REPLACEMENT COST: n/a

PREREQUISITE: CHC2D0/CHC2P0

COURSE DESCRIPTION

This course examines significant developments and events in world history from earliest times to the present. Students will explore a variety of social, cultural, economic, and political developments in different regions of the world and during different periods. In addition to investigating how conflict, religion, work, and technology have helped shape people's lives, students will examine the contributions of some significant individuals to our global heritage. Students will apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating a variety of human experiences in world history.

OVERALL EXPECTATIONS

By the end of the course, students will:

- ✓ use the historical inquiry process and the concepts of historical thinking when investigating various aspects of world history;
- ✓ apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful
- ✓ explain how various social and environmental factors affected the lives of people in two or more societies in different regions of the world and at different times up to the fifteenth century
- ✓ demonstrate an understanding of political systems, political change, and conflict in some societies in different regions of the world and at different times up to the fifteenth century
- ✓ explain how aspects of the economy, including types of work, affected two or more societies in different regions of the world and at different times up to the fifteenth century
- ✓ explain the significance of various cultural developments, including the contributions of some individuals, for the heritage of two or more societies in different regions of the world and at different times up to the fifteenth century
- ✓ explain how various social issues, trends, and developments affected the lives of people in two or more societies in different regions of the world and at different times between the fifteenth and nineteenth centuries
- ✓ analyse the impact of various political developments, including conflict within and between countries, on some societies in different regions of the world and at different times between the fifteenth and nineteenth centuries
- ✓ explain how trade and the work roles of different people contributed to the development of two or more societies in different regions of the world and at different times between the fifteenth and nineteenth centuries
- ✓ explain the impact of some significant individuals and of various aspects of culture on the development of identity and/or heritage in two or more societies in different regions of the world and at different times between the fifteenth and nineteenth centuries
- ✓ analyse key causes and consequences of various social trends, developments, and movements in two or more societies in different regions of the world and at different times since the nineteenth century
- ✓ analyse various political developments, including those related to international
- ✓ conflict and cooperation, in some societies in different regions of the world and at different times since the nineteenth century
- ✓ explain how various economic developments affected the development of two or more societies in different regions of the world and at different times since the nineteenth century
- ✓ analyse the significance of various trends and developments related to culture and heritage in two or more societies in different regions of the world and at different times since the nineteenth century

PLAGIARISM & ACADEMIC DISHONESTY

Students are encouraged to research and use other people's ideas to help prove their hypothesis and argument. However, it is a crime to take these ideas and use them as their own. Students who do the following will be considered to have completed an act of academic dishonesty and/or plagiarism.

- ✓ Directly copy another person's work and claim it as their own
- ✓ Use less than the recommended number of footnotes or references per page
- ✓ Use a thesaurus to simply change some of the key words in a sentence without referencing
- ✓ Paraphrase without properly referencing
- ✓ Reference a work but do not paraphrase sufficiently
- ✓ Do not include a bibliography



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EVALUATION

Assessment and evaluation in this course will be based on provincial curriculum expectations. Evaluation throughout the course and the final evaluation will incorporate four broad categories.

A final grade will be calculated: Term Work = 70%; Final Evaluation = 30%

Knowledge & Understanding	Thinking	Communication	Application	Final Summative Evaluation	
TERM			WORK	= 70%	30%
Knowledge of facts & terms Understanding of concepts & relationships between concepts	Critical & creative thinking Inquiry skills (generating ideas, formulating questions, planning, selecting strategies & resources)	Communication of ideas & information through writing, visual & oral presentations	Application of concepts, skills & procedures in familiar contexts Transfer of concepts, skills & procedures to new contexts	May take the form of an examination, a final project, a presentation, a formal essay, or a combination of these tasks	

The exact weighting of these categories will vary depending on the subject, unit and type of evaluation. Students will also receive descriptive feedback as part of the assessments that will not form part of the student's final marks.

LEARNING SKILLS

The following learning skills will be taught and assessed throughout the course and rated on the report card:

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

These skills will not be included in the final numeric mark unless they are part of the provincial curriculum expectations for the course. However, it is important to remember that the development of these skills is critical to academic achievement and does have a direct bearing on the final mark.

AUDIO-VISUAL CURRICULUM DELIVERY

- ✓ Any Social Science curriculum has multi-media instruction as part of the delivery process.
- ✓ Peel District School Board Policy requires parental permission for any media rated 14A-18A by the Ontario Film Board, regardless of the age of the student. It is illegal to show R rated material in the classroom, regardless of parental consent or the age of the student.
- ✓ By signing this course outline, parents acknowledge that material up to and including 18A may be shown in the classroom. If you have any specific concerns, contact the individual teacher.

ACKNOWLEDGEMENT

I acknowledge that I have read & understood the expectations described in this course outline:

Student name (printed): _____

Parent/guardian signature: _____