

SOUTH CARLETON HIGH SCHOOL
Ottawa-Carleton District School Board
 STUDENT OUTLINE
CHW 3M
 World History to the 15th Century

Credit Value: 1 credit

Prerequisite: CHC 2D/2P

Course Overview

This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyse diverse societies from around the world with particular regard to the political, cultural and economic structures and historical forces that form the foundation of the modern world. They will examine the influence of selected individuals and groups as well as particular innovations and will develop skills of historical inquiry, organization, analysis and communication.

Specific Expectations

Unit Title	Timeline	Performance Tasks	Specific Expectations
1. Archaeology and Mesopotamia	3 weeks	1. Tests and Quizzes 2. Culminating Activities	- analyse the factors that contribute to both the process of change and the maintenance of stability and continuity - develop an understanding of the characteristics, development and interaction of communities - demonstrate an understanding of the use and importance of chronology and cause and effect - evaluate the contribution of select individuals and groups to the development of legal, political, intellectual, religious, and military systems - analyse the development of diversity of social, economic, and political structures
2. Ancient China	3 weeks	3. Group Work	
3. Ancient Egypt	3 weeks	4. Research Displays	
4. Ancient Greece	3 weeks	5. Oral Presentations	
5. Ancient Rome	3 weeks	6. Argumentative Essays	
6. Medieval Times	3 weeks	7. Skills Development	
		8. Web Quests	
		9. Role Plays	
		10. Debates	
		11. Document Analysis	
		12. Reflective Writing	
		13. Formal Examination	

STUDENT RESPONSIBILITIES

- Students are required to attend classes regularly, participate in activities, and submit work on time. Absence for any reason does not remove the responsibility of a student to complete work in a timely manner.
- Students who commit *academic fraud* i.e. *plagiarize or cheat*, and those who miss performance tasks without a legitimate and substantiated excuse risk the successful and timely completion of their work. Tasks consisting of academic fraud will be considered incomplete, as they do not provide a reliable demonstration of student learning.*
- All incomplete work will be factored into the final mark. When a student fails to demonstrate competence with a task for this or any reason, remedial work may be assigned at the teacher's discretion. In these cases, a reasonable timeline must exist to facilitate the completion and subsequent evaluation of the performance.
- Students may on occasion negotiate with the teacher to have an assignment submitted late. All work accepted for marking will be professionally evaluated; however, written feedback and anecdotal remarks on late submissions may not be possible based on time constraints.
 - See School Assessment, Evaluation, and Reporting Policy for details.

* Academic Fraud is defined as any act of dishonesty purposely or carelessly intended to enhance academic performance. Plagiarism is defined as the act of taking the written word or original work of another person, without giving due credit, whilst passing it off as ones own.

Evaluation

Term Report	Final Report
Assessment/Evaluation tools include tests/quizzes, assignments, performance tasks and rich assessment tasks	Term 70%
Term 70%	Summative task 15%
	Final Exam 15%
	100%

Summative Period

Canadian and World Studies summatives will come due within the school's Summative and Evaluation Period. This period occurs two weeks before exams in January and June.
Absence from evaluations during these dates must be substantiated with a medical certificate or equivalent documentation as approved by administration.

Text: Echoes from the Past

LITERACY

Success in Canadian and World Studies courses depends in large part on strong literacy skills. Many of the activities and tasks students undertake in CHC2D involve the use of written, oral, and visual communication skills. The study of this subject will thus encourage students to use language with greater care and precision and will enhance their ability to communicate effectively.

Antidiscrimination Policy

The Canadian and World Studies curriculum is designed to help students acquire the “habits of mind” essential for citizens in a complex world. Students are expected to demonstrate an understanding of the rights privileges, and responsibilities of citizenship, as well as a willingness to show respect, tolerance, and understanding towards individuals, groups, and cultures in the global community. They are also expected to understand that protecting human rights and taking a stand against racism and other expressions of hatred and discrimination are basic requirements of responsible citizenship.

Accommodations for Exceptional Students

The (name) department makes every effort to accommodate the identified needs of exceptional (IPRC'd) students and will attempt to differentiate curriculum delivery methods, student modes of expression, and assessment methods as recommended by the student's individual education plan (IEP).