

**SOUTH CARLETON HIGH SCHOOL**  
**Ottawa-Carleton District School Board**

**Course Outline: CHW 3M World History to the 15th Century**

**Credit Value: 1 credit Prerequisite: CHC2D/2P**

**Course Overview**

This course investigates the history of humanity from the earliest times to the fifteenth century. Students will analyse diverse societies and civilizations 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 and particular innovations and develop skills of historical inquiry, organization, analysis and communication.

Unit/Curriculum Strand	Specific Expectations & Big Ideas	Evaluation Task
<p><b>Historical Inquiry and Skill Development</b></p> <p><i>(This strand will be assessed throughout the course.)</i></p>	<p><b>Historical Inquiry:</b> Focus on the Big 6 Historical Concepts (Historical Significance, Evidence, Continuity and Change, Cause and Effect, Historical Perspective, The Ethical Dimension)</p> <p><b>Developing Transferable Skills:</b> Focus on research, organization, analysis, and communication skills.</p>	<p><b>Unit Test</b></p> <ul style="list-style-type: none"> <li>- An opportunity for students to show their understanding of the Big 6 Historical Concepts.</li> <li>- Short answer knowledge and understanding questions.</li> </ul>
<p><b>Early Societies and Rising Civilizations</b></p>	<p><b>Early Societies:</b> Societies developed into civilizations in all parts of the world.</p> <p><b>Social, Economic, and Political Context:</b> Not all early societies were the same.</p> <p><b>Cooperation, Conflict, and Rising Civilizations:</b> Interactions between societies/civilizations led to growth for some societies and decline for others.</p>	<p><b>Museum Exhibit Assignment</b></p> <ul style="list-style-type: none"> <li>- Working individually or in groups students will research and create a physical product that takes the form of a museum exhibit.</li> <li>- Each exhibit will focus on an Early Society or Rising Civilization.</li> <li>- The project will culminate with a Museum Exhibit walk that will give students an opportunity to show off and discuss their creations with their peers.</li> <li>- The teacher will be taking part in the Gallery Walk and will interview each student individually about their product.</li> </ul>

**SOUTH CARLETON HIGH SCHOOL**  
**Ottawa-Carleton District School Board**

<p><b>Flourishing Societies and Civilizations</b></p>	<p><b>Social, Economic, and Political Context:</b> The structures within civilizations helped maintain social order and encourage growth.</p> <p><b>Stability and Expansion:</b> Developments that led to the expansion of one civilization could lead to the decline of another.</p> <p><b>Identity, Citizenship, and Culture:</b> Early civilizations have contributed to our collective human identity and heritage.</p>	<p><b>Essay or Report</b></p> <ul style="list-style-type: none"> <li>- Students will have the opportunity to choose between writing an essay or a report for this evaluation.</li> <li>- Students will research and then write about a specific society or civilization and what makes them successful.</li> </ul>
<p><b>Civilizations in Decline</b></p>	<p><b>Social, Economic, and Political Context:</b> Specific triggers worked together to lead a civilization into decline.</p> <p><b>Interrelationships:</b> Interactions within and between societies, and between societies and the environment, resulted in decline for many civilizations.</p> <p><b>Cultural Characteristics and Identity:</b> The fragility of some civilizations was the result of a variety of factors coming into play around the same time.</p>	<p><b>Tutorial/Seminar</b></p> <ul style="list-style-type: none"> <li>- Students will choose a civilization or society in decline and do research into the causes of said decline.</li> <li>- They will then take part in a tutorial/seminar style discussion during class.</li> <li>- The first part of the discussion will be with students who studied the same civilization.</li> <li>- The second part of the discussion will be with peers who studied different civilizations.</li> </ul>
<p><b>The Legacy of Civilizations</b></p>	<p><b>Social, Cultural, and Political Heritage:</b> Ancient civilizations left important legacies for humanity.</p> <p><b>The Legacy of Interactions:</b> Interactions between societies allowed for the sharing of cultural, intellectual, and technological achievements.</p> <p><b>The Fifteenth-Century World:</b> In the fifteenth century, major changes were developing that would have profound effects throughout the world.</p>	<p><b>Ancient History Cafe</b></p> <ul style="list-style-type: none"> <li>- Students will select and research a Historical Figure from the course.</li> <li>- They will then take on the persona of their selected Historical Figure for the duration of the class.</li> <li>- Students will interact with each other, and the teacher, to show their understanding of the Legacy of their Historical Figure and the Civilization, Society, and/or Culture they belong to.</li> </ul>

**SOUTH CARLETON HIGH SCHOOL**  
**Ottawa-Carleton District School Board**

**Summative Task and Evaluations**

Final grades will be calculated by using **70%** course work and a **30%** summative task. The summative task for this course will be a research driven project where students select a key concept or theme and track its development thorough the course. The project will be divided into two portions each worth **15%** of the final grade. The first **15%** will an evaluation of students research notes and proper documentation of sources. The second **15%** will be an evaluated interview during the exam period at the end of the semester in January or June.

**Student Responsibilities**

1. Students are required to attend classes regularly, participate in activities, and submit work on time. Absences do not remove the responsibility of a student to complete work in a timely manner.
2. 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.\*
3. 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.
4. 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.

**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 CHW3M 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 Canadian and World Studies 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).