



Text: World Civilizations: A Comparative Study

Replacement Value: \$65.00

COURSE DESCRIPTION:

This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyze diverse societies from around the world, with particular regard to the cultural, political, and economic structures and historical forces that form the foundation of the modern world. We 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.

The entire curriculum document is available from: <http://www.edu.gov.on.ca/eng/document/curricul/seccurric.html>

Units of Study and Enduring Understandings

Unit 1	<p>Middle Eastern Civilizations 3500BCE- 395 CE</p> <ul style="list-style-type: none"> * Explain the development of societies (from hunter- gatherer to rural to urban societies) *Understand and analyse how societies evolve and responded to challenges *Assess the criteria by which historians judge societies to have become “civilizations” *Identify forces that tended to promote and facilitate change before the 16th century *Demonstrate an understanding of the diversity and uniqueness of social, economic, and political structures throughout the world. *Assess information gathered through research and draw conclusions based on this supporting evidence
Unit 2	<p>The Mediterranean World 1500 BCE – 450 CE</p> <ul style="list-style-type: none"> * Analyse the factors that contributed to the differentiation of societies * Describe the diverse reactions of societies to exposure to external influences (commercial, military, technological, etc.) *Describe the roles that selected individuals and groups played in the process of change (ie. Socrates, Alexander the Great, etc.) *Identify the major transformations that take place in the world before the 16th century (ie. Invention of the printing press, domestication of plants and animals, military innovations) *Identify forces that tended to promote and facilitate change before the 16th century Demonstrate an understanding of the ways in which various individuals, groups, and events influenced changes in major legal, political, and military traditions before the sixteenth century. *Demonstrate an understanding of the contribution of various individuals and groups to the development of arts, knowledge, religion and technology prior to the 16th century. *Analyse changing concepts of authority and individual rights in different societies and periods prior to the 16th century. *Communicate the results of historical inquiries using a variety of forms of communication

Unit 3	<p>Central and South America 600 BCE -1572 CE</p> <ul style="list-style-type: none"> *Assess the criteria by which historians judge societies to have become “civilizations” * Analyse the factors that contributed to the differentiation of societies * Describe the diverse reactions of societies to exposure to external influences (commercial, military, technological, etc.) *Demonstrate an understanding of the diversity and uniqueness of social, economic, and political structures throughout the world. *Assess information gathered through research and draw conclusions based on this supporting evidence *Use an accepted form of documentation *Express ideas, arguments, and conclusions using a variety of styles and forms
Unit 4	<p>Early Asian Civilizations 4500 BCE – 1185 CE</p> <ul style="list-style-type: none"> * Analyse the factors that contributed to the differentiation of societies * Describe the diverse reactions of societies to exposure to external influences (commercial, military, technological, etc.) *Describe the roles that selected individuals and groups played in the process of change (ie. Socrates, Alexander the Great, the Vikings, etc.) *Identify the major transformations that take place in the world before the 16th century (ie. Invention of the printing press, domestication of plants and animals, military innovations) *Identify forces that tended to promote and facilitate change before the 16th century *Assess information gathered through research and draw conclusions based on this supporting evidence *Select and use a wide variety of relevant primary and secondary sources that represent a diverse range of perspectives
Unit 5	<p>The Medieval World 400 CE -1500 CE</p> <ul style="list-style-type: none"> *Demonstrate an understanding of the ways in which various individuals, groups, and events influenced changes in major legal, political, and military traditions before the sixteenth century. *Demonstrate an understanding of the contribution of various individuals and groups to the development of arts, knowledge, religion and technology prior to the 16th century. *Analyse changing concepts of authority and individual rights in different societies and periods prior to the 16th century. *Demonstrate an understanding of the diversity and uniqueness of social, economic, and political structures throughout the world. *Communicate the results of historical inquiries using a variety of forms of communication *Use an accepted form of documentation *Express ideas, arguments, and conclusions using a variety of styles and forms
Unit 6	<p>Independent Study Unit</p> <ul style="list-style-type: none"> *Formulate questions for research and inquiry *Organize and record information gathered through research * Draw conclusions based on supporting evidence, effective analysis of information, and awareness of diverse historical interpretations. * Assess information gathered through research and draw conclusions based on this supporting evidence *Select and use a wide variety of relevant primary and secondary sources that represent a diverse range of perspectives *Communicate the results of historical inquiries using a variety of forms of communication *Use an accepted form of documentation *Express ideas, arguments, and conclusions using a variety of styles and forms

ASSESSMENT AND EVALUATION:

Category	Weight
Knowledge/Understanding (KU) <ul style="list-style-type: none"> Assessment in this category may include but is not limited to tests, quizzes and assignments. 	17.5%
Thinking/Inquiry (TI) <ul style="list-style-type: none"> Assessment in this category may include but is not limited to research, document analysis, problem solving and critical thinking exercises. 	17.5%
Application/Connections (AC) <ul style="list-style-type: none"> Assessment in this category may include but is not limited to seminar discussion, essay writing, case studies and assignments. 	17.5%
Communication (CO) <ul style="list-style-type: none"> Assessment in this category may include but is not limited to oral presentations, homework exercises, speeches, class participation and simulations. 	17.5%
Summative (SU) <ul style="list-style-type: none"> Final Exam (20%) Course Culminating Project - Independent Study (10%) 	30%

STUDENT RESPONSIBILITIES

All students are expected to submit work by the designated due date.

- Missed tests:** If a test is missed while you are absent for an *acceptable* reason, you must be prepared to write the missed test on the day you return to school. Consult with your teacher *before the test is missed* (if possible) or as soon as possible in other circumstances.
- Late assignments:** Unless there are extenuating circumstances (accepted at the teacher's discretion), any late assignments may receive a mark of zero. You must present an acceptable reason for the late assignment on the missed due date if a zero is to be avoided and a contract for an alternative assignment/due date may be drawn up. Where possible, *present reasons to the teacher prior to the due date*.
- Group work and oral presentations:** These are time and/or team sensitive. A zero may be recorded if you do not participate at the specified times. If there are extenuating circumstances (subject to teacher's discretion), alternate arrangements may be made.
- Academic honesty:**
It is the responsibility of every student to ensure that all assignments which are to be evaluated are original work and accurately documented as outlined by the teacher.
 Submit work that is original and represents your own effort. Intellectual dishonesty carries very serious repercussions that could jeopardize your credit. Dishonesty corrupts your work and will receive a mark of zero.
 (Dishonest activity includes submission of someone else's work (in whole or part) as your own; giving work to someone else to be copied and submitted; failing to acknowledge a reference source, plagiarizing; cheating on tests, quizzes, exams, and any other activity that makes proper evaluation impossible.)
- Preparation:**
 You are expected to come to class prepared: planners, course notes, pens, assigned text, homework completed
- Format of assignments:** Use the Merivale High School format guide (available in the library and on-line), write in pen (blue or black) or use a computer, use one side of the page only, be sure to document where appropriate, and hand assignments in at the beginning of class on the due date.
- Text Books:** These must be maintained in good condition. A replacement charge will apply if you do not hand in the same text that was assigned to you, or if the book is in an unusable condition. A repair charge will apply if the book must be re-covered.