



Gloucester High School

Canada & World Studies (Social Science) Department

Welcome to World History to the 16th Century (CHW3M)

This is a 1 credit course.

Overview

This course investigates the history of humanity from the earliest times to the 16th Century. Students will be introduced to historically significant cultures that have helped to shape the civilization they find themselves in today. The topics of Ancient Egypt, Greece and Rome will be explored as well as civilizations from Africa, Asia and the Americas; Medieval Europe will bring the course to a close. Students will also be introduced to other academic fields like Archaeology, Anthropology and Sociology.

How is this course organized?

Unit	Unit/Strand Name	Approx. Time
I	• Human Origins & Population Dispersal	3 Weeks
II	• Ancient Egypt	3 Weeks
III	• Greece	3 Weeks
IV	• Rome	2 Weeks
V	• Middle East, Africa & Asia	2 Weeks
VI	• The Americas	2 Weeks
VII	• The Middle Ages	3 Weeks

What are Learning Skills?

The Ontario Curriculum Policy Documents all describe learning skills:

- Works Independently
- Teamwork
- Organization
- Work Habits/Homework
- Initiative

What are categories?

The Ontario Curriculum Policy Documents all describe four categories of knowledge and skills:

- Knowledge/Understanding
- Thinking/Inquiry
- Communication
- Application

How will I be assessed?

The primary purpose of assessment is to improve learning. Assessment will be ongoing and varied. Some assessments will be used to determine initial understanding (diagnostic). This is beneficial feedback and will not count towards your mark. During units, ongoing assessments will be used to help improve your learning (formative) and may count towards your mark. At the end of units, assessments will be used to evaluate what you have learned (summative) and will count towards your mark. *Learning Skills* will be assessed throughout the course and they are evaluated and reported separately. Each Learning Skill is reported using E, G, S or N (Excellent, Good, Satisfactory, or Needs Improvement). Even though Learning Skills are not part of your mark, *they are critical to your success in this course.*

What are levels?

The Ontario Curriculum Policy Documents all describe four levels of achievement within each of the four categories listed above. Level one represents passable achievement and "level four" represents outstanding achievement.

How will I be evaluated?

Your achievement in each of the *four categories* will be assessed throughout the course. Using some formative and all summative assessment information, an overall mark will be determined. This mark represents your most consistent performance in the critical learning for this course. Note that diagnostic assessments will NOT count towards the mark.

Levels, marks and anecdotal comments will be used to communicate your achievement on assessments

	CATEGORY	Weighting out of 100
Term Assessments 70%	Knowledge/Understanding	20%
	Thinking/Inquiry	15%
	Communication	15%
	Application	20%
Final Assessments 30%	Culminating Performance Task	15%
	Culm. Activity (Exam)	15%

According to Ontario Curriculum Policy Documents, seventy percent of your final mark comes from assessments done during the course and thirty percent of your final mark comes from your performance on a final assessment at the end of the course.

We encourage ongoing communication between teacher, student and parent/guardian throughout the course. My E-mail Address is: brad.campbell@ocdsb.ca Have a great semester!

LEARNING SKILLS ASSESSMENTS (Sample Behaviours)

RESPONSIBILITY

Consider how well you ...

- Fulfill your commitments in all learning environments
- Complete and submit class work, homework and assignments according to agreed upon timelines
- Manage your behaviour

INDEPENDENT WORK

The way you begin, work on and complete a task on your own.

- Stay on task – avoid getting distracted
- Use your classroom time appropriately to complete tasks
- Figure out what to do – follow instructions carefully
- Finish your work

COLLABORATION (TEAMWORK)

Two or more people sharing the work required to complete a task

- Willing to do an equitable share of the group's work
- Encouraging everybody in the group to participate while responding positively to the ideas of others
- Working with others to resolve conflicts and building consensus to achieve group goals
- Managing the group's time and ensuring that all members stay "on task" and complete the work
- Your ability to interact successfully in a variety of groupings (building healthy peer relationships)

ORGANIZATION

The way you manage your work and materials.

- Kept your notes neat, in order, and complete
- Gather, Evaluate and use information, technology and resources (use of planners or agendas, etc.) to keep track of tasks and deadlines
- Make a plan of action to get your work done
- Change your plan of action to adjust to your workload
- Establish priorities and manage your time to achieve goals

INITIATIVE

The way you take charge of your learning – Just do it!

- Demonstrate curiosity and interest in learning
- Approach new tasks with a positive attitude
- Act upon new ideas and opportunities for learning (i.e. get to work on your own)
- Ask for help from teachers and other students (when necessary), offer to help others
- Look for unique solutions to problems – try alternative approaches to do your work
- Search for the information you need

SELF-REGULATION (WORK HABITS)

The way you do your work, and how it looks when you are done.

- Bring all required materials to class and use them properly
- Complete and submit your work on time
- Try to do your best every day (assess and reflect critically on your strengths, needs and interests)
- Review your work before handing it in
- Follow safe practices in the classroom
- Persevere when facing challenges – don't give up