

SUMMARY OF COURSE OF STUDY – World History to the end of the 15th Century

Sem1, 2023/2024

Teacher: Mr. R. Chang

Code: CHW 3M

Textbook: Newman, Garfield, et al. *Echoes from the Past. World History to the 16th Century*. Toronto: McGraw-Hill Ryerson Limited, 2001. (Replacement cost \$106).

Course Outline:

Unit #	Unit Title	Content Description
1	Learning to Think Historically and Become a Fact-Checker	<ul style="list-style-type: none"> - Maya Inquiry - Historical Thinking Concepts and Inquiry - Fact checking and reliability of sources - Old and new stone ages
2	Cradles of Civilization: Early Rising and Flourishing Civilizations	<ul style="list-style-type: none"> - Mesopotamian and Chinese Innovations - Hammurabi's Law Code and Taizong's Legal Thoughts - Egyptian religion and two famous pharaohs
3 and 4	Flourishing Empires: Greece, Persia and Rome	<ul style="list-style-type: none"> - Athenian democracy, women and Athens vs. Sparta comparison, Alexander's empire - Persia's multiculturalism and rise to empire - Roman Republic, Julius Caesar and Augustus, Rise of Roman Empire, Contribution to Decline of Famous Emperors
5	China and Mongols: Empires	<ul style="list-style-type: none"> - Confucianism and Taoism, the First Emperor, Han/Tang/Song dynasties, foreign contact - Mongols
6	Europe and Islamic Civilization in the Middle Ages	<ul style="list-style-type: none"> - Medieval Europe – religion, feudalism, the Crusades, the Black Death - Innovations of Islamic civilization in science and technology
7	Course Culminating Activity	<ul style="list-style-type: none"> - Mr. or Ms. Continuity and Change Speeches and Written Justifications, Comparative Paragraphs

Learning Skills and Assessment As and For Learning:

Learning skills are reported separately from the course mark on the report card. It is important for students to practice these skills as they will help to improve the course mark. At times, work will be self-assessed, peer assessed and teacher assessed with comments but not marks. These opportunities build very important skills.

- ☐ **Responsibility** (fulfills responsibilities and commitments; completes and submits class work, homework, and assignments on time; takes responsibility for and manages own behaviour)
- ☐ **Organization** (devises and follows a plan and process for completing work and tasks; establishes priorities and manages time to complete tasks and achieve goals; identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks)
- ☐ **Independent Work** (independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision)
- ☐ **Collaboration** (accepts various roles and an equitable share of work in a group; responds positively to the ideas, opinions, values, and traditions of others; builds healthy peer-to-peer relationships; works with others to resolve conflicts; shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions)
- ☐ **Initiative** (looks for and acts on new ideas and opportunities for learning; demonstrates the capacity for innovation and a willingness to take risks; demonstrates curiosity and interest in learning; approaches new tasks with a positive attitude; recognizes and advocates appropriately for the rights of self and others)
- ☐ **Self Regulation** (sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and reflects critically on own strengths, needs, and interests; identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; perseveres and makes an effort when responding to challenges)

Achievement Chart:

Coursework: (see Summative Plan for details)

Term Work (70%)	
Knowledge (K)	20%
Thinking (T)	20%
Application (A)	20%
Communication (C)	20%
Course Culminating Activity (30%)	5% oral presentation, 10% written (split equally between two paragraphs), 15% exam

Communication:

- ☐ Students may ask the teacher for an appointment any time for extra help.
- ☐ Please take advantage of extra help if you are having difficulty with reading, doing assignments, etc. It is especially important to clarify your understanding of instructions if you have any doubts.
- ☐ If you want to speak to the teacher about a mark, please plan a specific question. Do not complain about your mark in general.
- ☐ Marks: the teacher will share marks with students in electronic form from time to time.
- ☐ Students and parents/guardians may email the teacher: chiang-su.chang@tdsb.on.ca

Summative Plan – CHW 3M - World History to the End of the 15th Century

Item	Achievement Categories and Historical Thinking Concepts	Due Date
Unit 1		
How to History Paragraph (introduction to formal writing and academic research, inquiry, PERSIAT, etc.)	T, A, C (inquiry)	Wed. Sept. 20
Unit 2		
Dragons Den Write-up (reflection on benefits of Mesopotamian and/or Chinese inventions)	T, A, C (historical significance)	Thurs. Sept. 28
Mesopotamia and Egypt Test	K, T, A, (continuity & change or historical perspectives)	Tues. Oct. 10
Unit 3		
Athens vs. Sparta – comparative writing activity (show skill in interpreting primary sources and express Athenian and Spartan biases of each other)	K, T, C (primary evidence, historical perspectives)	Mon. Oct. 30
Greece and Persia Test	K, T, A (primary evidence, historical perspectives, continuity and change)	Wed. Nov. 1
Unit 4		
Rome Test	K, T, A (causes and consequences)	Thurs. Nov. 18
Unit 5		
China Quiz (including Mongols)	K, C (primary evidence, continuity & change, causes & consequences)	Wed. Dec. 6
Course Culminating Activity		
Mr. or Ms. Continuity and Change (speech and comparative write-up)	K, T, A, C (continuity & change)	Jan 10, 18
Exam	K, T, A	TBA

Students and Parents – Please Read and Note Policies**Academic Integrity**

Plagiarism, which comes from the Latin word for “kidnapper” (TDSB Library and Learning Resources Independent Study Guide, 3rd Edition) is a form of academic cheating and is a very serious matter. It occurs when a writer, presenter or performer uses the major ideas, interpretations, analysis, statistics, findings, or conclusions of others in his/her work without acknowledging the source. Whether the work of others is copied verbatim (word for word) or paraphrased without the sources being acknowledged, plagiarism has occurred. An assignment in which plagiarism is identified will receive a mark of zero. There may be no opportunity to resubmit or make up the assignment in which the offence occurred. Parents may be notified and the student’s name may be entered into the Plagiarism Register at York Mills CI.

Attendance

To experience success at York Mills, regular, punctual attendance is expected. This applies to online and in-person school.

Homework

Studies show that students who review class work at the end of each day retain significantly more information than those who don’t! It is useful to establish a regular home study routine. Failure to complete homework assignments will likely result in lower grades as homework provides the opportunity to practice new skills and to receive immediate feedback from the teacher.

Assignments and Tests

Assignments must be completed on time. If you are away due to illness on a day that a test or assignment is due, your parent or guardian is expected to call YOUR TEACHER to notify them (see “Communication”). If you have a legitimate appointment, field trip or sports event on the day that a test or assignment is due, you are expected to make arrangements with your teacher IN ADVANCE of the due date. Note that all assignments will have a due date after which the assignment may be considered late. Assignments will also have a date established after which they may not be accepted. The teacher may deduct late marks if other avenues have been exhausted.