

HALIBURTON HIGHLANDS SECONDARY SCHOOL



Canadian and World Studies

Evaluation Policy for The West and the World



Course Code:	CHY4U	Teacher Contact Information:
Level:	Grade 12, University	Teacher: Ms. C. Address
Credit Value:	1.0	By Phone: (705) 457-2950 ext: 503
Period:	Period 3 (<i>on a Week 1</i>)	By E-mail: c.address@tlds.on.ca
Room Number:	16	Website: sakai
Department Head:	Mr. P. Longo	

Course Description:

The study of history is not merely about dates and events. To study history is to understand the world and the triumphs and failures of humanity. Through history one rediscovers the past, understands the present and prepares for the future. Our course investigates the major trends in western civilization from the 16th Century to the present. The course provides a broad exploration of western historical themes, ideas and concepts. The course will challenge the history student to make connections between ideas and events in the past to those of the present day.

Prerequisite: CHC2D; any grade eleven U or U/C history or social science.

Strands of Study and Overall Expectations include:

Communities: Local, National, and Global

- analyse a variety of types of communities that have evolved since the sixteenth century;
- assess various types of interactions that have occurred among diverse peoples and cultures, and the impact of these interactions, since the sixteenth century;
- evaluate the factors that have led to conflict and war or to cooperation and peace between and within various communities from the sixteenth century to the present.

Change and Continuity

- demonstrate an understanding of how the historical concept of change is used to analyse developments in the West and throughout the world since the sixteenth century;
- demonstrate an understanding of how the historical concept of continuity is used to analyse developments in the West and throughout the world since the sixteenth century;
- demonstrate an understanding of the importance and use of chronology and cause and effect in historical analyses of developments in the West and throughout the world since the sixteenth century.

Citizenship and Heritage

- explain how key Western beliefs, philosophies, and ideologies have shaped the West and the rest of the world since the sixteenth century;
- analyse how non-Western ideas and culture have influenced the course of world history since the sixteenth century;
- analyse different forms of artistic expression and how they have reflected or challenged the societies in which they have appeared;
- assess the range and diversity of concepts of citizenship and human rights that have developed since the sixteenth century.

Social, Economic, and Political Structures

- describe diverse social structures and principles that have guided social organization in Western and non-Western societies since the sixteenth century;
- analyse significant economic developments in the West and the rest of the world since the sixteenth century;
- describe key developments and innovations in political organization in the West and the rest of the world since the sixteenth century;
- analyse changing aspects of women's economic, social, and political lives in Western and non-Western societies since the sixteenth century.

Methods of Historical Inquiry and Communication

- use methods of historical inquiry to locate, gather, evaluate, and organize research materials from a variety of sources;
- interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry;
- communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

Efforts will be made to meet the individual learning needs of students in order to ensure these expectations are being met.

Course Outline / Units of Study:

1. Renaissance & Reformation
2. Empires & Exploration

3. Enlightenment & Revolution
4. Industrialization & Modernity

Evaluation Structure:

Knowledge/Understanding	25%
Thinking/Inquiry	25%
Communication	25%
Application	25%

The above is reflected both in the term work (worth 70% of the final mark) and the summative culminating activities (worth 30% of the final mark). The culminating activity is a 10% project and a 30% final exam.

Resources:**Textbook:**

The West and the World by Haberman and Schubert

Policy Document:

The Ontario Curriculum Grades 11 & 12
Canadian and World Studies - 2005

Evaluation:

Students will be assessed & evaluated according to the work produced & skills displayed. Methods of providing feedback will include assessing work in process & evaluating completed assignments, tests, co-operative learning activities, simulations and presentations. Peer & self-evaluations will also be utilized.

Student marks will be determined by evaluating process & product according to 4 categories & 4 levels. Please see the chart below for specific skills and key words used to determine student competency in the different categories.

Category	Level 1: 50-59%	Level 2: 60-69%	Level 3: 70-79%	Level 4: 80-100%
Knowledge/Understanding <ul style="list-style-type: none"> ➤ Knowledge of facts & terms ➤ Understanding of concepts & relationships 	Limited display of knowledge, skills and ability to apply concepts	Some success in displaying knowledge, skills and application of concepts	Considerable display of knowledge skills and ability to apply concepts	Thorough understanding of concepts and ability to communicate, think creatively and apply concepts
Thinking/Inquiry <ul style="list-style-type: none"> ➤ Critical thinking skills ➤ Creative thinking skills ➤ Inquiry Skills 				
Communication <ul style="list-style-type: none"> ➤ Communication of ideas & information ➤ Use of symbols & visuals ➤ Oral & written communication 				
Application <ul style="list-style-type: none"> ➤ Applications in familiar contexts ➤ Transfer of concepts to new contexts ➤ Making logical conclusions and predictions ➤ Use of technology ➤ Making connections 				

Learning Skills:

Students are expected to reflect the following skills throughout the course:

- Responsibility:** Fulfils responsibilities. Completes & submits work ON TIME. Manages own behaviour.
- Organization:** Devises & follows a plan. Establishes priorities & manages time. Uses resources to complete tasks.
- Independent Work:** Monitors, assesses & revises plans to complete tasks & meet goals. Uses class time wisely. Follows instructions with minimal supervision.
- Collaboration:** Accepts various roles in a group. Responds positively to ideas, opinions of others. Builds healthy peer relationships. Resolves conflict and builds consensus. Shares resources and promotes critical thinking to solve problems and make decisions.
- Initiative:** Looks for and acts on new ideas. Innovative and takes risks. Demonstrates curiosity and an interest in learning. Approaches new tasks with a positive attitude. Advocates for all appropriately.
- Self-Regulation:** Sets goals. Seeks help when needed. Reflects on own strengths, needs & interests. Identifies learning opportunities, choices and strategies. Perseveres and makes an effort when responding to challenges.

Students will receive the following letter grades: **E** - Excellent **G** - Good **S** - Satisfactory **N** - Needs Improvement

HALIBURTON HIGHLANDS SECONDARY SCHOOL

COURSE EXPECTATIONS AND EVALUATION POLICY



Welcome to CHY4U

Attendance

Regular attendance is essential for academic success in school. It is the student's responsibility to inform the teacher beforehand of any planned absences. It is the student's responsibility to get notes assignments and any other information missed while absent from class. This should be done on the student's first day back, either during class, lunch hour or after school. **Any student that is truant the last three days of a semester will not be allowed to write his/her final examination.**

Tests

Students must be prepared to write tests on the assigned day. Students who miss a test for no valid reason will receive a mark of zero. Any student who knows that he/she will be absent for a valid reason during a test must make arrangements with the teacher before the period in which the test is to be written. Students who miss a test for any valid reason should be prepared to write the test on the first day back at school or should make suitable arrangements with the teacher on the first day back.

Assignments

If a student is absent on the day work is assigned, it is his/her responsibility to get the assignment from the teacher. If a student is absent when an assignment is collected, it is to be submitted at the beginning of the period on the first day back.

Late Assignment Policy "Not Done is not Acceptable"

Please adhere to our new HHSS Late Assignment Policy. Students received this in their period one class on the first day of the semester. Please be aware that in senior, M and U level classes, there is a 10% deduction for all late assignments.

Plagiarism

Plagiarism is the act of taking someone else's ideas or writing and passing it off as your own. Whatever material students consult in the preparation of essays/projects should be properly credited to the writer or source. Material may be quoted if the student identifies it as a quotation and cites the author. Copying another student's work is cheating, and is also called plagiarism. **A first offense may result in a mark of zero or an opportunity to redo/resubmit the evaluation, after consultation with the student, parent, teacher, department head and school administrator. A second offense will result in a mark of zero, a call home and the student will be referred to the Principal. A third offense will result in a mark of zero and may result in an in-school suspension.**

Computers are tools for education; not entertainment devices. Students who are not on task may have their computer account disabled for the remainder of the day (or longer.)

Welcome to CHY4U!

I hereby acknowledge that I am fully aware of the expectations and evaluation in **The West and the World** course.

Student Signature: _____ **Parent's/Guardian Signature:** _____

Should it be necessary to contact you about your child's progress, it would be helpful if you would provide the appropriate information below:

Parent(s)/Guardian(s):

_____ Phone: (H) _____ (W) _____

E-mail: _____

_____ Phone: (H) _____ (W) _____

E-mail: _____

For students 18 years of age and over or who will turn 18 during the course:

I give permission for my teacher to contact my parents/guardians with regard to this course: _____

Parental Contact Log	
DATE:	COMMENTS: