

Forest Hill Collegiate Institute Fall 2019
Course of Study and Evaluation Statement

Classical Civilization, Grade 12: University Preparation

Note 1: All Ontario Ministry of Education curriculum documents with full course content information can be located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

Note 2: Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*, located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/progplan912curr.pdf>

1. Course Details

- Program Area: Latin
- Date of Development: June 2006; Revision: June 2006; February 2017
- Assistant Curriculum Leader: Mr. McCall; Teacher Developer: Mr. McCall
- Course title: Classical Civilization, Grade 12 (LVV4U). Credit Value 1.0
- Prerequisites(s) and co-requisite(s): Prerequisite: English, Grade 10, Academic or Applied
- Textbook(s) and resource materials that are essential to the course: *Canadian and World Politics* by John Ruypers et al. (\$100); excerpts of texts of other classical authors and secondary works on classical authors, as well as videos, atlases, etc.

2. Overall Goals

- Course Description:

This course allows students to explore the beliefs and achievements of the classical world, which have shaped Western thought and civilization. Students will investigate such aspects of classical culture as its mythology, art, literature, and philosophy, as well as elements of ancient Greek and Latin, through a variety of activities such as dramatizations, audio-visual presentations, and discussions. By reading classical authors in English and examining archaeological evidence, students will enhance both their communication skills and their ability to think critically and creatively.
- Overall Expectations in the areas of Mythology; Art, Architecture, and Archaeology; Literature; History and Geography; and Philosophy and Religion. By the end of the course, students will:
 - in Mythology:
 - * demonstrate an understanding of the characteristics and functions of myths;
 - * explain the impact of mythology on the arts (e.g., literature, music, sculpture, painting) and the sciences (e.g., psychology, astronomy);
 - * apply their knowledge of Latin and/or ancient Greek in the study of mythology (e.g., in examining the names of gods and heroes, and place names such as Hades, Tartarus, Elysium).
 - in Art, Architecture, and Archaeology:
 - * identify a variety of styles and features in art and architecture, and define the terms used to describe and study them;
 - * apply knowledge gained through the study of archaeological findings in their exploration of daily life and culture in classical times.
 - in Literature:
 - * demonstrate knowledge of a variety of genres and themes in classical literature, as well as an understanding of Latin and ancient Greek terms used in literature;
 - * identify the similarities between the themes and genres of classical literature and those that appear in the literature of later cultures;

- * identify some of the ways in which classical literature has influenced the literature (e.g., plays, poetry, novels) and other art forms (e.g., sculpture, painting) of later cultures.
- in History and Geography:
 - * apply knowledge of history and geography to the materials studied in class;
 - * demonstrate an understanding of classical history and geography;
 - * demonstrate an awareness of cultures that were contemporary with those of ancient Greece and Rome;
 - * apply knowledge of classical political and social institutions to an understanding of other societies.
- in Philosophy and Religion
 - * demonstrate an understanding of various philosophies and religions found in ancient Greece and Rome;
 - * explain ancient Greek and Latin philosophical and religious terms;
 - * demonstrate an understanding of the influence of the philosophies and religions of ancient Greece and Rome on classical and other societies.

• Specific Curriculum Expectations

Please refer to Ontario Ministry of Education curriculum document for details of Overall and Specific Expectations, found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/classiclang1112curr.txt>

Program Planning Considerations

- *Individual Education Plan:* Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program.
- *The Role of Technology in the Curriculum.* Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.
- *English As a Second Language (ESL):* Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.
- *Career Education:* Expectations in the English program include many opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. Regardless of their post secondary destination, all students need to realize that literacy skills are employability skills.
- *Cooperative Education and Other Workplace Experiences:* The knowledge and skills students acquire in this courses will assist them in their senior level cooperative-education and work-experience placements related to this course. General information about cooperative education courses can be found at <http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf>

4. Learning Skills

Learning Skills are skills and habits are essential to success in school and in the workplace. The Learning Skills evaluated are: Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation. Teachers report achievement on the six Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.

Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

5. Academic Honesty: Cheating and Plagiarism

Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism the passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

6. Teaching Strategies

Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

- *Direct Instruction* is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
- *Indirect Instruction* is mainly student-centred. Indirect Instruction includes inquiry, induction, problem solving, decision making, and discovery.
- *Interactive Instruction* relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.

- *Experiential Learning* is inductive, learner centred, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learnings and feelings; draw useful insights from such analysis; and/or put learnings to work in new situations..
- *Independent Study* refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.

7. Assessment and Evaluation Strategies

Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

In this course, the following evaluation strategies will be used:

group work, classroom interaction, oral presentations and a visual aid; various quizzes; unit tests; essays; independent study project, involving research folder documentation, bibliography, citations, outline, essay ; final exam

8.

Mythology & Literature	Art, Architecture & Archaeology	History & Geography	Philosophy & Religion
50%	25%	5%	20%

Achievement Chart

The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students' achievement. Students are evaluated according to the major categories or strands in each course. Ministry curriculum documents provide detailed description of student achievement levels.

In this course, students are evaluated in four categories, according to the weightings shown:

9. 70% Mark on Course Work

- Students need to demonstrate achievement of all the overall expectations of the course. 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or incomplete will affect a student's 70% grade. See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.

10. 30% Grade Based on Course Culminating Activities

- All students must take part in the culminating activities for each course at every grade and level of study. The steps to follow when a student is absent from one or more culminating activities is included in the FHCI evaluation policy as printed in the Student Agenda Book.
- Culminating activities that occur in class are held within the last three weeks of classes. Culminating activities that are formal examinations occur within the last nine days of the semester
- Type, components of the culminating evaluations (as much as is known at the time of writing):
a **Final Exam (30%)** on information, themes and issues discussed throughout the term.

11. Determining Marks for the Midterm Provincial Reports in November and April

This grade will be based on the evaluations that have been conducted to the midterm point in the course. Some of the Overall Expectations, categories/strands, and units will not have been addressed by the midterm, and the students' grades will most likely change when the students' entire work is evaluated by the end of the course.

12. Determining the Mark for the Final Report Card

The mark for the final will report card will be the sum of the 70% mark and the 30% mark.

13. Teacher-Specific Information

In this section, the following information is outlined: Access to extra help, availability of computer mark records, and

procedures for communicating between students and teacher, as well as teacher and parents/guardians/caregivers (e.g., writing in the student agenda, teacher email address, teacher web page).

- Additional help from the teacher is available by appointment before or after school.
- Failed tests may be re-taken for a maximum of 50%.
- Students whose credit is at risk receive periodically computer mark records for signature by parents/guardians.
- General comments by the teacher on essays (exclusive of the ISP) are available to students for rough copies of essays submitted to the teacher sufficiently in advance of the due date.

- Students are expected to do the assigned readings and homework for discussion in class. They are, naturally, also expected to bring the appropriate text or handouts to class. When students are assigned group work, they are expected to participate fully and cooperatively in carrying out the necessary tasks. Late submissions of essays or projects may be subject to a 10% deduction in the mark. Essays or projects not submitted by the time the assignments have been marked and returned may receive a mark of zero.

Contact Information:

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