

# Histoire mondiale jusqu'au XVI<sup>e</sup> siècle •

## CHW3M4/5

University/ College Preparation

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Extended/Immersion • Malvern C.I. • Toronto District School Board

Assistant Curriculum Leader: Nalini Graham

Course developed by: Lisa Angela Turcotte

Revised: Sept 2023

Credit Value: 1

### Equity Statement

Malvern CI stands together for human rights. Our school community stands together to recognize that we are all entitled to a life of equality, dignity, and respect — a life free from discrimination. All students should feel safe at school and deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

### **Course Content**

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**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. In history, one rediscovers the past, understands the present, and prepares for the future.

This course investigates the history of humanity from earliest times to the sixteenth century. Students analyze diverse societies from around the world, with particular regard to the political, cultural, and economic structures and historical forces that form the foundation of the modern world. They examine the influence of selected individuals and groups, as well as of particular innovations, and develop skills of historical inquiry, organization, analysis, and communication.

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**Prerequisite** • Canadian History in the 20<sup>th</sup> Century, grade 10 [Academic or Applied]

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**Resource Materials**

- Newman, Garfield et al. *L'Héritage des civilisations*. Chenelière/McGraw-Hill. Toronto:2001.
- Papiers/ Cartables
- Sources Primaires, Livres, l'Internet, et les Journaux historiques

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**Overall Goals** By the end of this course, students will:

- describe the changing characteristics of communities from earliest times to the sixteenth century;
- analyze how selected societies have evolved and responded to challenges;
- analyze the interaction between various societies from the time of the first communities to the sixteenth century.

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**Modules Majeures**

Module 1: Archéologie, Préhistoire, Les Origines de la Civilisation  
Module 2: Égypte

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## Assessment, Evaluation and Reporting

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- Strategies/Academic Honesty**
- Students will be evaluated on content and skills throughout the semester.
  - Assessment and evaluation methods will vary with each unit, but over the course of the year will include: quizzes and tests, critical responses, various projects, group work and individual presentations, research and writing skills.
  - Students will be assessed before engaging in unit culminating activities and will be given due notice of timelines and specific expectations.
  - Any use of Google Translate or other programs used and passed off as their own work is deemed academic dishonesty. Students are encouraged not to use these programs.
  - Any use of A.I. programs like CHATGPT are also forms of academic dishonesty and will result in a mark of ZERO.
  - Any work presented without proper citations will be considered plagiarism and be given a mark of ZERO.
  - Any cheating on tests or other evaluations will also be given a mark of ZERO.

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Achievement Category Weightings	Knowledge / Understanding	Thinking	Communication	Application
	25%	25%	25%	25%

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- Term Grades throughout the Year**
- The grade for each reporting period is based on evaluations that have been conducted to that point in the course, and will be preliminary and tentative. They will be based on the most consistent level of achievement to that point in time, but some of the overall expectations, strands, and units will not have been addressed.

- Course Work 70%**
- Specific evaluation dates TBD as course progresses.
  - Specific assignments [both assessment and evaluation] will vary throughout the course in preparation for tasks involved in course culminating activities
  - Missed or incomplete assignments will have an impact on the final grade when a significant number of curriculum expectations have not been evaluated.

- Course-Culminating Activities 30%**
- All students must take part in the culminating activities
  - Specific dates will be communicated to students as early as possible.
  - There are two components of the Course Culminating Evaluation: an individual project (15%) and a formal examination (15%)

- Learning Skills**
- Learning skills play a critical role in the achievement of curriculum expectations and student success.
  - Students are expected to be academically honest by submitting their own original work. The marks they receive are intended to reflect their own academic achievement. Any plagiarism will result in a mark of 0.
  - Regular attendance and active participation are expected.

## Communication

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- Consultation**
- Office: 306A Classroom: 309
  - Online Class: Brightspace
  - Email: [lisaangela.turcotte@tdsb.on.ca](mailto:lisaangela.turcotte@tdsb.on.ca)
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- Help**
- Extra help can be arranged by contacting subject teacher directly
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