

HANDSWORTH SECONDARY SCHOOL
1044 Edgewood Road, North Vancouver, B.C. V7R 1Y7
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COURSE OUTLINE
SUBJECT: Comparative Civilizations 12

CURRICULUM ORGANIZERS AND GENERAL LEARNING OUTCOMES

Students will demonstrate an understanding of:

- the inter-relationships between art, culture, and civilization
- the organizing structures of civilizations (including but not limited to government, law, social class, economy, religion and belief, gender, etc.)
- the key similarities and differences between civilizations, their organizing structures, their art, and their values.

COURSE CONTENT:

- Ancient Egypt - Classical Greece - Republican Rome with some Imperial Rome

RESOURCE MATERIALS:

Walker, Robert J. World Civilizations: A Comparative Study. Toronto: Oxford, 1998.

STUDENT LEARNING – ACTIVITIES AND STRATEGIES:

- role-play and drama - journals - questions sets - tests / quizzes - presentations
- discussions / debates - projects - group work - research - lectures and notes

ASSESSMENT AND EVALUATION:

The following assessment strategies will be used:

- formative assessment - summative assessment
- criterion referenced evaluation - norm referenced evaluation (six-point scale, etc.)

MARKS ASSIGNMENT:

- Term 1 – 30% Term 3 – 30%
- Term 2 – 30% Research Project – 10%

POLICIES AND PROCEDURES:

- Students must submit all necessary assignments and tests in order to complete the course successfully.
- Students will be penalized for late assignments, unless previous arrangements with teachers have been made.

CRITERIA FOR YEAR-END TOP STUDENT/S PER GRADE

The Social Studies Department uses a combination of the following criteria to choose the top student/s in each course:

- a) **percentage per term**
- b) **participation in / contribution to the class**
- c) **citizenship among peers in class**
- d) **attendance in all classes**

All of the above criteria are considered important attributes, and top students will have to demonstrate a high degree of competency in each throughout the entire school year.

| <u>CODE</u> | <u>PLO</u> | <u>CONTENT</u> |
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| A1 | Apply research skills – including accessing information, collecting and evaluating data, organizing information, and citing sources – to interpret, evaluate, and apply information from artifacts, oral tradition, and other primary and secondary sources | <ul style="list-style-type: none"> • Research project (student topic and format choice) • Various unit projects, presentations, and assignments such “Ancient Egyptian Love Connection”, Greek myth presentations, and “Creating Your Own Roman Family” |
| A2 | Apply critical thinking skills – including questioning, comparing, summarizing, and drawing conclusions – to generate and defend a position on a selected civilization | <ul style="list-style-type: none"> • Evaluating what is civilization and how certain societies meet and/or do not meet these requirements • Evaluating the strengths and weaknesses of civilizations • Evaluating the equality of people and groups within society |
| A3 | Communicate their knowledge and understanding about civilizations by using effective written, oral, and graphic communication skills | <ul style="list-style-type: none"> • Written – questions, tests/quizzes, reports, presentations • Oral – discussions, reports, presentations, role-play / drama • Graphic – mind maps, concept maps, venn diagrams, illustrations / art |
| B1 | Describe concepts that define the study of civilizations | <ul style="list-style-type: none"> • Monotheism versus polytheism • Superstition • Hierarchy and social class • Ideals versus reality • Gender roles and rights |
| B2 | Analyse elements and characteristics that contribute to the identity of civilizations, including <ul style="list-style-type: none"> i) structures of power and authority ii) belief systems incorporated into daily activities iii) systems of social organization iv) conflict, war, and conquest v) influence of the natural environment vi) methods of cultural transmission over time | <ul style="list-style-type: none"> • <u>Egypt</u> <ul style="list-style-type: none"> i) Egyptian pharaohs, other government officials, and roles; law and justice; marriage and the family; education ii) polytheism and various gods; creation of the world and humans; belief in the afterlife; mummification and ritual iii) social classes and rights; gender and rights iv) the successes and failures of various pharaohs v) The Nile, the desert, the Nile delta vi) Hieroglyphics, mythology, art, architecture, and monuments • <u>Greece</u> <ul style="list-style-type: none"> i) Tyrants; Athenian democracy versus the Spartan military state; law and justice ii) Polytheism; the Olympian gods and goddesses; key myths; key heroes iii) Social classes and rights; gender and rights iv) The Persian Wars (Marathon, Thermopylae, Salamis); the |

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| | | <p>Peloponnesian War; Alexander the Great</p> <p>v) Greek geography; city-states</p> <p>vi) The Iliad; the Odyssey; mythology; literature; art; architecture</p> <ul style="list-style-type: none"> • <u>Rome</u> i) the Senate; consuls; generals; emperors of Rome; the military ii) Roman names for the Olympian gods and goddesses; superstition; connection between Troy and Rome iii) Social classes and rights; gender and rights; the Roman family; the paterfamilias iv) Tarquin and the Rape of Lucretia; Carthage; Spartacus and the slave rebellion; Julius Caesar; battles with Germanic tribes v) Literature; art; and architecture |
| C1 | <p>Analyse how the arts express civilizations' cultural elements, including</p> <ul style="list-style-type: none"> - belief systems - social organization - language - power and authority - order and harmony - archetypes | <ul style="list-style-type: none"> • architecture – such as pyramids, Palace at Knossos, temples such as the Parthenon, the Coliseum, the Circus Maximus, etc. • art – everyday life in Egypt; hieroglyphics; gods and goddesses of Egypt and Greece; frescoes of the Minoans, etc.; symbols of society such as the eagle • literature and drama – myths of Egypt and Greece; Greek philosophers; Iliad and Odyssey; founding stories of Rome such as Romulus and Remus, the Sabine Women, and the Rape of Lucretia; famous men and women that show ideals • fashion – hair, clothing, make-up, body-type, skin colour, etc. |
| D1 | <p>Evaluate the components of value systems within and among cultures, including</p> <ul style="list-style-type: none"> - religion and mythology - morals and ethics - heroes and role models - philosophical viewpoints | <ul style="list-style-type: none"> • gods, goddesses, and other creatures • laws and expectations (ie: the Twelve Tables, and auctoritas and dignitas) • ideals for men and women; the monomyth and Hero's Journey by Joseph Campbell |
| D2 | <p>Analyse the diverse values and beliefs of civilizations</p> | <ul style="list-style-type: none"> • Type of government: city-state versus empire; democracy versus oligarchies, pharaohs, emperors, etc. • Social classes and the various levels and rights of people in society • Gender and its accompanying freedoms and restrictions • Authority versus autonomy |