Ontario eSecondary School

Course Outline

2022-2023

Ministry of Education Course Title:
World History to the End of the Fifteenth Century
Ministry Course Code: CHW3M
Course Type: College/University Preparation
Grade: 11
Credit Value: 1.0
Prerequisite(s):
Canadian History since World War I, Grade 10, Academic or Applied
Department: Canadian and World Studies

Course Developed By: Jacklyn Lather	**Date:** April 24th, 2022
	Hours: 110

This course has been developed based on the following Ministry documents:

Canadian and World Studies, The Ontario Curriculum, Grades 11 and 12, 2015, (revised)
Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools (2010)

COURSE DESCRIPTION/RATIONALE

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

OVERALL CURRICULUM EXPECTATIONS

Unit 1

By the end of this course, students will:

1. In this unit students will use the historical inquiry process and the concepts of historical thinking when investigating aspects of the prehistoric world. Students will focus on exploring how continuity and change in the evolutionary process led to the development of early societies.

2. Students will apply, in everyday contexts, skills developed through historical investigation, and identify careers in which these skills might be useful.

3. Finally, students will be able to make judgements on classifying societies as civilizations and develop theories to account for major technological innovations and the resulting social, political, and economic developments in early human societies.

Unit 2

By the end of this course, students will:

1. Students will analyse the evolution of early societies in Oceania and the Americas, including factors that were necessary for their development.

2. Students will analyse key social, economic, and political structures and/or developments in early Polynesian and American societies and emerging cradles of civilization.

3. Students will analyse how interactions within and between these societies contributed to the development of civilization, and how societies were benefited or harmed by these interactions.

4. Students will determine the factors that allowed societies/civilizations to flourish, consolidate, expand, and stabilize in these regions, prior to 1500 CE.

5. Students will connect the socio-economic, cultural, and political legacies of these societies/civilizations to modern Oceanic and American societies.

Unit 3

By the end of this course, students will:

1. Students will analyse the key social, economic, and political structures and developments in India and China.

2. Students will analyse how interactions within and between societies contributed to the development of civilizations.

3. Students will analyse how various factors contributed to the stability, consolidation, and/or expansion of flourishing societies/civilizations.

4. Students will assess the contributions of various individuals and groups to the development of identity, citizenship, and culture in India and China.

5. Students will analyse how interrelationships with other societies and with the environment contributed to the decline of a civilization.

6. Students will analyse the socio-economic, cultural, and political legacies of civilizations in India and China.

Unit 4

By the end of this course, students will:

1. Students will analyse the key social, economic, and political structures and developments in various civilizations in Africa, the Middle East, and Europe.

2. Students will analyse how interactions within and between societies contributed to the development of civilizations.

3. Students will analyse how various factors contributed to the stability, consolidation, and/or expansion of flourishing societies/civilizations.

4. Students will assess the contributions of various individuals and groups to the development of identity, citizenship, and culture in the various civilizations of Africa, the Middle East, and Europe.

5. Students will analyse how interrelationships with other societies and with the environment contributed to the decline of a civilization.

6. Students will analyse the socio-economic, cultural, and political legacies of various civilizations in Africa, the Middle East, and Europe.

Unit 5

By the end of this course, students will:

1. Students will be able to analyse the socio-economic, cultural, and political legacies of societies/civilizations from regions and from different periods prior to 1500.

2. Students will be able to analyse various types of interactions between societies prior to 1500 and how societies benefited from and were harmed by such interactions.

3. Students will be able to demonstrate an understanding of the social, economic, and political context in societies in two or more regions of the world in the fifteenth century.

COURSE CONTENT

Unit	Length
Unit 1: The Dawn of Civilization	10.5 Hours
Unit 2: Oceania and the Americas	20 Hours
Unit 3: India and China	24.5 Hours
Unit 4: The Middle East, Africa and Europe	41.5 Hours
Unit 5: The Fifteenth Century	3.5 Hours
Cumulative Assignment	10 Hours
Total	**110 Hours**

UNIT DESCRIPTIONS

UNIT 1: The Dawn of Civilization

Students identify the evolution of modern Homo sapiens sapiens and describe the early eras of human history: the Paleo-, Meso-, and Neolithic eras. Students will be example to explain when various key elements of civilization began to be expressed and developed, how this led to the establishment of early societies, and the growing complexity of those societies as the civilization expanded.

UNIT 2: Oceania and the Americas

Students are given the opportunity to explore the early Polynesian wayfinders and the migration of the indigenous peoples of the Americas. Students will examine the push and pull factors that caused this migration. Students will also be given an opportunity to analyse how civilizations are influenced both positively and negatively by neighbouring civilizations.

UNIT 3: India and China

Students are given the opportunity to demonstrate an understanding of the establishment of civilizations in India and China, and how they became interconnected. Students will analyse the contributions of both ideologies and individuals in shaping civilization. Students will also begin to examine the factors that lead to a civilization's expansion and decline.

UNIT 4: The Middle East, Africa, and Europe

This unit provides students with opportunities to apply research and critical thinking strategies as they investigate the interconnected region of the Middle East, Africa, and Europe. Students will learn and express how these civilizations influenced each other's rise, expansion, and decline. Students will also begin to analyse the complex socio-economic, culture, and political legacies of these regions.

UNIT 5: The Fifteenth Century

Finally, students will be given an opportunity to express their overall understanding of how ancient civilizations have paved the path for the complexities of modern society. Students will revisit the concepts of pull/push migration factors and see the early consequences of the Age of Exploration.

TEACHING AND LEARNING STRATEGIES

The students will experience a variety of activities:

Whole-Class Activities

Whole class activities are designed to introduce concepts and skills that are directly applicable to the workplace and to build on the content being studied during small group and individual activities. These activities include the following:

Lectures that are facilitated through video conferencing and telephone conversations with their subject teacher or discussions with other students concerning the concepts and skills being studied. This is done with the use of Socratic circles for discussions.

Video presentations and technological aids (research) with videos embedded to enrich the course content and clarify concepts and skills being studied. Also the use of online pre-approved quizzes and games to help a student become more familiar with the concepts and skills being studied.

Diagnostic and review activities (audio and video taping) can be student -lead or teacher led to work as a review for students through audio and video made to share among each other to help reinforce the concepts and skills being studied.

Brainstorming, charts and graphs are a great way for students to demonstrate their knowledge of subject matter through graphic organizers, pictures, and texts. This is communicated through assignments in Moodle.

Individual Activities

The teacher should provide a variety of individual assignments to expand and consolidate the learning that takes place in the whole-class and small group activities. Individual activities allow the teacher to accommodate interests and needs and to access the progress of individual students. The teacher plays an important role in supporting these activities through the provision of ongoing feedback to the students, both orally and in writing. Teachers are encouraged to include individual activities such as the following in the course:

Research is completed in an online environment by teaching the students first about plagiarism rules and giving examples of good sources to use. The students are not only limited to the online search for information, but have resources available by links on the Moodle page of information that has been scanned and uploaded.

Individual assignments are worked on at a student's own pace. The teacher can support the student in these activities with ongoing feedback.

Oral presentations in an online environment we have the equipment to have student either live video conference oral presentations, or make videos and submit them for their oral presentations. These oral presentations can be viewed by fellow students (when appropriate) and the teacher. Students can learn from one another, and from their teacher. Such activities include dramatic readings and performances.

Practical extension and application of knowledge helps students develop their own voice, and gives them the ability to make personal connections, and connections to the world throughout their course. Students are given a variety or reading and viewing texts to give them many chances to apply their new concepts, skills, and knowledge.

Ongoing project work is something that is valued in the earning of an English credit. The ongoing project can be submitted to the teacher for ongoing feedback in both written and oral work.

Reading students are able to read a variety of texts online. The students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

Written assignments are used to allow students to develop their skills in writing, comprehension, and communication. With the online format students submit their work, and have a chance to get feedback from the teacher, and submit their best work. This can be demonstrated with reading responses, personal writing, report writing, essay writing, script writing, business and technical writing, and individual research assignments.

Reflective/Comparative analysis for students working in their portfolios, giving them an opportunity for self-reflection on their accomplishments, skills, and concepts learned over the year. This can be accomplished with student and teacher conferences as well.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

Evaluation: Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Units conclude with performance tasks, e.g., interviews and from essays that build towards and prepare students for the end-of-course culminating task in Unit Five. Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks, i.e. check bricks; teacher-adapted generic rubrics available in many sources, including the *Ontario Secondary School Literacy Course (OSSLC) Profile,* so that they are more task-specific. The teacher might ask: "What does the criteria look like for this particular task?" Or "What does limited effectiveness look like?" The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

ASSESSMENT ACTIVITIES

- ❑ Homework assignments

- ❑ Diagnostic writing tasks

- ❑ Free-writing journals/blogs

- ❑ Critical Analysis Activities

- ❑ Reflections

- ❑ Oral presentations & Active Listening

- ❑ Research Assignments

- ❑ Biography Development

- ❑ Presentations

- ❑ PowerPoint Development

- ❑ Exam

- ❑ Essay Writing

- ❑ Evaluations

EVALUATION

The final grade will be determined as follows:

❑ Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

❑ Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

(*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Ontario Ministry of Education Publication, 2010 p.41)

	Weightings		
Course Work			
			70
Knowledge/Understanding			15
Thinking/Inquiry			20
Communication			15
Application			20
Final			**30**
Culminating Assignment			30

TERM WORK EVALUATIONS (70%):

Evaluation Item	Description	Category
Mid-Unit 1 Task	Students are to complete a PowerPoint file that focuses on a biography of a key individual. Students are expected to demonstrate a solid understanding of the topic, an ability to analyze, while also being able to research, find, and analyze their own resources.	K, T/I, C, A
End-Unit 1 Task	Students are expected to demonstrate an understanding of the ideas, concepts, and teachings presented in the first half of the unit.	K, T/I, C, A
Mid-Unit 2 Task	Students are to complete a timeline that focuses on key points of the civilization. Students are expected to demonstrate a solid understanding of the topic, an ability to	K, T/I, C, A

	analyze, while also being able to research, find, and analyze their own resources.	
End-Unit 2 Task	Students are to complete an essay. Students are expected to demonstrate a solid understanding of the topic, an ability to analyze, while also being able to research, find, and analyze their own resources.	K, T/I, C, A

Evaluation Item	Description	Category
Mid-Unit 3 Task	Students are to complete a graphic organizer and set of questions that focuses on a specific era of a civilization. Students are expected to demonstrate a solid understanding of the topic, an ability to analyze, while also being able to research, find, and analyze their own resources.	K, T/I, C, A
End-Unit 3 Task	Students are to complete a PowerPoint file that focuses on one idea, or multiple ideas the Unit. Students are expected to demonstrate a solid understanding of the topic, an ability to analyze, while also being able to research, find, and analyze their own resources.	K, T/I, C, A
Mid-Unit 4 Task	Students are to complete an essay on a topic explored within the unit. To finish the essay students will complete an original researched, designed, and written essay.	K, T/I, C, A
End of Unit 4 Task	Students are to complete a PowerPoint presentation. Students are expected to demonstrate a solid understanding of the topic, an ability to analyze, while also being able to research, find, and analyze their own resources.	K, T/I, C, A
End of Unit 5 Task	Students are to complete a PowerPoint presentation. Students are expected to demonstrate a solid understanding of the topic, an ability to analyze, while also being able to research, find, and analyze their own resources.	K, T/I, C, A

FINAL EVALUATIONS (30%):

Evaluation Item	Description	Category
Summative Project	Students will prepare an overall summary of key points of the course. Students will present the final copy of their presentation live to the course instructor.	SUM

AFL/AAL/AOL Tracking sheet:

Unit 1: The Dawn of Civilization

AAL	AFL	AOL
Lesson 1.1 Discussion Post	Lesson 1.1 Graphic Organizer	Lesson 1.3 Biography
Lesson 1.1 Discussion Post	Lesson 1.2 Mind Map	Lesson 1.3 Quiz
Lesson 1.2 Discussion Post		
Lesson 1.3 Vocabulary Worksheet		

Unit 2: Oceania and the Americas

AAL	AFL	AOL
Lesson 2.1 Graphic Organizer	Lesson 2.2 Graphic Organizer	Lesson 2.2 Timeline
Lesson 2.2 Discussion Post	Lesson 2.2 Worksheet	Lesson 2.5 Essay
Lesson 2.2 Discussion Post	Lesson 2.4 Graphic Organizer	
Lesson 2.3 Discussion Post	Lesson 2.4 Quiz	

Unit 3: India and China

AAL	AFL	AOL
Lesson 3.1 Discussion Post	Lesson 3.2 Quiz	Lesson 3.2 Worksheet
Lesson 3.1 Discussion Post	Lesson 3.6 Worksheet	Lesson 3.4 Presentation
Lesson 3.3 Discussion Post		
Lesson 3.4 Discussion Post		
Lesson 3.4 Discussion Post		

Unit 4: The Middle East, Africa, and Europe

AAL	AFL	AOL
Lesson 4.2 Discussion Post	Lesson 4.1 Worksheet	Lesson 4.1 Essay
Lesson 4.3 Discussion Post	Lesson 4.3 Worksheet	Lesson 4.6 Research Question
Lesson 4.3 Discussion Post	Lesson 4.5 Worksheet	
Lesson 4.4 Discussion Post		
Lesson 4.4 Discussion Post		
Lesson 4.6 Discussion Post		

Unit 1: The Fifteenth Century

AAL	AFL	AOL
		Lesson 5.2 Presentation

Finals

AOL
Summative Project

CONSIDERATION FOR PROGRAM PLANNING

Students learn best when they are engaged in a variety of ways of learning. Guidance and career education courses lend themselves to a wide range of approaches in that they require students to research, think critically, work cooperatively, discuss relevant issues, and learn through practice in a variety of settings. Helping students become self-directed, lifelong learners is a fundamental aim of the guidance and career education curriculum. When students are engaged in active and experiential learning strategies, they tend to retain knowledge for longer periods and develop meaningful skills. Active and experiential learning strategies also enable students to apply their knowledge and skills to real-life issues and situations.

ANTIDISCRIMINATION EDUCATION IN GUIDANCE AND CAREER EDUCATION

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and

interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 per cent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

THE ROLE OF TECHNOLOGY IN THE ENGLISH PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

ACCOMMODATIONS

Accommodations will be based on meeting with parent, teachers, administration, and external educational assessment report. The following three types of accommodations may be provided:

- ❑ *Instructional accommodations:* such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- ❑ *Environmental accommodations:* such as preferential seating or special lighting.
- ❑ *Assessment accommodations:* such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- ❑ Provide step-by-step instructions.
- ❑ Help students create organizers for planning writing tasks.
- ❑ Record key words on the board or overhead when students are expected to make their own notes.
- ❑ Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- ❑ Permit students a range of options for reading and writing tasks.
- ❑ Where an activity requires reading, provide it in advance.
- ❑ Provide opportunities for enrichment.