



## Ontario eSecondary School

### Course Outline

**2024-2025**

<b>Ministry of Education Course Title:</b> World History to the End of the Fifteenth Century	
<b>Ministry Course Code:</b> CHW3M	
<b>Course Type:</b> College/University Preparation	
<b>Grade:</b> 11	
<b>Credit Value:</b> 1.0	
<b>Prerequisite(s):</b> Canadian History since World War I, Grade 10, Academic or Applied	
<b>Department:</b> Canadian and World Studies	
<b>Course Developed By:</b> Jacklyn Lather	<b>Date:</b> April 24th, 2022
<b>Length:</b> One Semester	<b>Hours:</b> 110
<p>This course has been developed based on the following Ministry documents:</p> <ol style="list-style-type: none"> <li>1. <i>Canadian and World Studies, The Ontario Curriculum, Grades 11 and 12, 2015, (revised)</i></li> <li>2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools (2010)</i></li> <li>3. <i>Learning For All (2013)</i></li> </ol>	

## **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**

### **Research and Inquiry Skills:**

By the end of this course, students will:

1. Exploring: explore topics related to nutrition and health, and formulate questions to guide their research
2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods
3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry
4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

### **World History to the End of the Fifteenth Century:**

#### ***Unit 1: The Dawn of Civilization***

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: Oceania and the Americas***

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: India and China***

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: The Middle East, Africa, and Europe**

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: The Fifteenth Century**

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**

<i>Unit</i>	<i>Length</i>
Unit 0: Research and Inquiry Skills	Throughout Term
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 Assessments	10 hours
<b>Total</b>	<b>110 Hours</b>

## 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 regions 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:**

**Presentations with embedded videos** are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

**End of unit conversations** are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

**Reflection** is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

**Discussions with the instructor** are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to

share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

**Discussion forums** are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

**Practical extension and application of knowledge** are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

**Individual activities/assignments** assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

**Research** is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

**Writing** as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

**Brainstorming, charts, and graphs** are a great way for students to synthesize their knowledge of subject matter visually through graphic organizers, pictures, and texts.

**Readings** are an opportunity for students to gain insight from a variety of texts online and further develop literacy skills. Students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

**Articles** are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also provide a window into the broader context of subject matter knowledge and understanding. Students learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

**Oral presentations** in an online environment are opportunities for students to present live or record presentations, expressing their ideas and understanding orally.

**Reflective/comparative analysis and evaluation of written work** is very important in this course. Concepts and skills are modelled in examples (exemplars), which students can refer to and utilize to self-evaluate their own work. A variety of texts are shared, and students are encouraged to make comparisons with

## **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. These assessments are not for marks.

- In assessment for learning (AFL), teachers provide students with descriptive feedback and coaching for improvement.

- In assessment as learning (AAL), teachers help students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

**Evaluation:** Assessment of Learning (AOL) 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 **Ontario eSecondary School Course Outline – Page 7 of 11**

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:

- 70% 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.
- 30% of the grade will be based on a final evaluation administered at the end of the course. This evaluation will be based on evidence from a final project and final exam, both comprehensive of the course. The final evaluation is an opportunity for the student 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*

<b>Weight</b>	
<b>Course Work</b>	<b>70</b>
Knowledge/Understanding (K)	17.5
Thinking/Inquiry (T)	17.5
Communication (C)	17.5
Application (A)	17.5
<b>Final</b>	<b>30</b>
Exam (5K, 5T, 5C, 5A)	20
Culminating Project (2.5K, 2.5T, 2.5C, 2.5A)	10

## TERM WORK EVALUATIONS (70%)

<b>Evaluation Item</b>	<b>Description</b>	<b>Category</b>	<b>Weights</b>
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, C, A	17
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, 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 analyze, while also being able to research, find, and analyze their own resources.	K, T, C, A	17
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, C, A	
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, C, A	16
End-Unit 3 Task	Students are to complete a PowerPoint file that focuses on one idea, or multiple ideas of 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, C, A	
Mid-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, C, A	10
End of 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, 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, C, A	10
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## FINAL EVALUATIONS (30%)

Evaluation Item	Description	Category	Weight
Culminating 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.	K, T, C, A	30

## 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 3.5 Graphic Organizer
Lesson 3.1 Discussion Post	Lesson 3.5 Worksheet	Lesson 3.5 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 4.6 Essay
Lesson 4.3 Discussion Post	Lesson 4.3 Worksheet	
Lesson 4.3 Discussion Post	Lesson 4.5 Worksheet	
Lesson 4.4 Discussion Post	Lesson 4.6 Research Question	
Lesson 4.4 Discussion Post		
Lesson 4.6 Discussion Post		

### Unit 1: The Fifteenth Century

AAL	AFL	AOL
		Lesson 5.2 Presentation

## Finals

AOL
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## 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.

## ANTI DISCRIMINATION 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 parents, teachers, administration and external educational assessment reports. 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.

- 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.
- 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.

