

BUR OAK SECONDARY SCHOOL
Department of History & Humanities
WORLD HISTORY TO THE FIFTEENTH CENTURY
Course Outline: CHW3M Credit Value: 1.0

Curriculum Policy: The Ontario Curriculum Grades 11 to 12 *Canadian and World Studies*, 2015.
<http://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf>

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

COURSE DESCRIPTION:

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 the social, cultural and political legacies 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.

UNITS OF STUDY:

Unit 1: Course Introduction - The March to Civilization

Students will be introduced to the study of ancient history which includes archeology, anthropology, and paleontology. In this first unit, students will study how early human societies developed into early civilizations and the characteristics of a civilization. Students will also be introduced to the Historical Thinking Concepts - historical perspective, historical significance, continuity and change, cause and consequence - and begin to apply these concepts as a framework to understand ancient civilizations. Some framing questions include:

- In what ways did the environment influence early societies and emerging civilizations?
- At what point can a society be classified as a civilization?
- How did various societies/civilizations interact with each other?

Unit 2: The Near East - The Cradle of Civilization, 3500 BCE - 395 CE (Mesopotamia & Ancient Egypt)

Students will be introduced to some of the earliest civilizations in the world by exploring the civilizations of Mesopotamia and Ancient Egypt and analyze the social, economic, and political developments of early civilizations. Students will continue to apply the Historical Thinking Concepts - historical perspective, historical significance, continuity and change, cause and consequence - in understanding the legacies of the Cradle of Civilization in the development of the world. Some framing questions include:

- What can we learn about the values and beliefs in early civilizations from their social and political structures?
- How did expansion enable some civilizations to flourish? At whose expense did the expansion occur?

Unit 3: Early Asian Civilizations, 4500 BCE - 1185 CE (India or China or Japan)

Students will be introduced to the civilizations of the Far East and their interrelationships with the rest of the world and make comparisons and connections to other civilizations studied thus far. Students will continue to apply the Historical Thinking Concepts - historical perspective, historical significance, continuity and change, cause and consequence - in understanding how the Far East civilizations contributed to the development of the world. Some framing questions include:

- How did some societies succeed in maintaining aspects of their own identity in spite of being conquered by other civilizations?
- How did social, economic, and political structures contribute to the stability of a civilization? How did different people/groups challenge those structures?

Unit 4: The Mediterranean World, 1500 BCE - 450 CE (Ancient Greece and/or Ancient Rome)

Students will be introduced to the civilizations of the Mediterranean World and their contributions to the development of the modern Western world. Historical Thinking Concepts - historical perspective, historical significance, continuity and change, cause

and consequence - in understanding how Ancient Greece and Rome contributed to the development of the modern Western world. Some framing questions include:

- At what point can the expansion of a civilization become a factor in its decline?
- Which factors were the most decisive with respect to the decline of societies/civilizations prior to 1500?

Course Culminating Activities: Ancient World Expo- 15% and Final Exam -15%

OVERALL CURRICULUM EXPECTATIONS

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| <p>Unit 1: Introduction: The March to Civilization</p> | <p>A1. Historical Inquiry: Use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history to 1500</p> <p>B1. Early Societies: analyze the evolution of early societies in various parts of the world, including factors that were necessary for their development</p> <p>B2. Social, Economic, and Political Context: analyze key social, economic, and political structures and/or developments in three or more early societies and emerging cradles of civilizations, each from a different region and a different period prior to 1500</p> |
| <p>Unit 2: The Near East</p> | <p>A1. Historical Inquiry: Use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history to 1500</p> <p>B1. Early Societies: analyze the evolution of early societies in various parts of the world, including factors that were necessary for their development</p> <p>B2. Social, Economic, and Political Context: analyze key social, economic, and political structures and/or developments in three or more early societies and emerging cradles of civilizations, each from a different region and a different period prior to 1500</p> <p>C1. Social, Economic, and Political Context: analyze key social, economic, and political structures and developments in three or more <i>flourishing societies/ civilizations</i>, each from a different region and a different period prior to 1500</p> <p>D1. Social, Economic, and Political Context: explain the role of various social, economic, and political events and developments in the decline of three or more societies/civilizations, each from a different region and different period prior to 1500, and how these factors affected people living in these societies</p> <p>D2. Interrelationships: analyze how interrelationships with other societies and with the environment contributed to the decline of three or more societies/civilizations, each from a different region and different period prior to 1500</p> <p>D3. Cultural Characteristics and Identity: analyze aspects of culture and identity in three or more societies/civilizations in decline, each from a different region and different period prior to 1500</p> |
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|---------------------------------|--|
| | more societies/civilizations in decline, each from a different region and different period prior to 1500 |
| Unit 4: The Mediterranean World | <p>A1. Historical Inquiry: Use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history to 1500</p> <p>B1. Early Societies: analyse the evolution of early societies in various parts of the world, including factors that were necessary for their development</p> <p>B2. Social, Economic, and Political Context: analyse key social, economic, and political structures and/or developments in three or more early societies and emerging cradles of civilizations, each from a different region and a different period prior to 1500</p> <p>B3. Cooperation, Conflict, and Rising Civilizations: analyse, with reference to specific early societies and emerging cradles of civilization, each from a different region and a different period prior to 1500, how interactions within and between societies contributed to the development of civilizations</p> <p>C1. Social, Economic, and Political Context: analyse key social, economic, and political structures and developments in three or more <i>flourishing societies/ civilizations</i>, each from a different region and a different period prior to 1500</p> <p>C2. Stability and Expansion: analyse how various factors contributed to the stability, consolidation, and/or expansion of flourishing societies/civilizations from different regions and different periods period to 1500</p> <p>C3. Identity, Citizenship, and Culture: assess the contributions of various individuals and groups to the development of identity, citizenship, and culture in three or more flourishing societies/civilizations, each from a different period prior to 1500</p> <p>D1. Social, Economic, and Political Context: explain the role of various social, economic, and political events and developments in the decline of three or more societies/civilizations, each from a different region and different period prior to 1500, and how these factors affected people living in these societies</p> <p>D2. Interrelationships: analyse how interrelationships with other societies and with the environment contributed to the decline of three or more societies/civilizations, each from a different region and different period prior to 1500</p> <p>D3. Cultural Characteristics and Identity: analyse aspects of culture and identity in three or more societies/civilizations in decline, each from a different region and different period prior to 1500</p> |

Instructional Approaches

Effective instruction motivates students and instils positive habits of mind, such as curiosity and open-mindedness; a willingness to think, question, challenge, and be challenged; and an awareness of the value of listening or reading closely and communicating clearly. In this class, we will use a variety of approaches designed to support your learning. You will be given opportunities to engage in inquiry-based learning so that you can examine multiple perspectives and resources designed to help you construct your understanding and develop your own position on many issues, both historical and current.

Program Planning Considerations

Assessment, instructional and environmental accommodations are provided to individual students as per their IEP. Similarly, adaptations for ELLs are provided based upon the student’s level of language development, strengths and needs.

Learning Environment

This course provides students with a variety of opportunities to learn about diversity and diverse perspectives. In an inclusive learning environment, all students see themselves reflected in the curriculum so that they can be engaged and empowered through their learning experiences. The learning environment will foster a sense of community where all students feel included and appreciated.

ASSESSMENT, EVALUATION AND COMMUNICATION OF STUDENT ACHIEVEMENT

The primary purpose of assessment and evaluation is to improve student learning. **The Achievement Chart** for Canadian and World Studies will guide all assessments and evaluations.

The **final grade** will be determined as follows:

- **70%** based on Assessment OF Learning (**including conversations, observations and products**) conducted throughout the course.
- **30%** based on the course culminating activities administered at or towards the end of the course.

Assessment and evaluation are divided into two important parts. The **grade** the student receives on a midterm or final report indicates achievement/ proficiency in Curriculum Expectations. A **level of competence** (*Needs Improvement, Satisfactory, Good or Excellent*) will be assessed and reported in the area of **Learning Skills and Work Habits:** Independent Work, Collaboration, Responsibility, Initiative and Self-Regulation. Throughout the course, the teacher will provide opportunities for students to receive formative feedback and to ensure students are on track to meet deadlines.¹

Tasks will be evaluated according to each of the following areas of achievement based on the assigned category weights:

| Achievement Chart Category | Weight |
|---|---------------|
| Knowledge and Understanding: Facts and terms and understanding of concepts and theories | 15% |
| Application: Ability to transfer ideas, draw conclusions, make predictions and connections | 20% |
| Thinking: Critical and creative thinking and inquiry skills | 15% |
| Communication: Ability to communicate information and ideas in a variety of ways | 20% |
| Final Evaluations: Ancient World Expo - 15% and Final Exam -15% | 30% |
| Total | 100% |

¹ Please refer to the [Bur Oak Secondary Assessment, Evaluation and Communication Policy](#) for information on mark reporting, timely submission of assignments and academic honesty.