

# World History to the End of the Fifteenth Century, Grade 11, University / College Preparation

**Course Title:** World History to the End of the Fifteenth Century

**Course Code:** CHW3M

**Grade:** 11

**Course Type:** University / College Preparation

**Credit Value:** 1.0

**Prerequisites:** CHC2D, Canadian History Since World War I, Grade 10, Academic or CHC2P, Canadian History Since World War I, Grade 10, Applied

**Curriculum Document:** [Canadian and World Studies, The Ontario Curriculum, Grades 11 and 12, 2015 \(Revised\)](#)

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**Department:** Canadian and World Studies

**Development Date:** September 2022

**Most Recent Revision Date:** September 2022

**Teacher(s):**

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## 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 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.

Unit Title and Description	Time Allocated
<p><b>History Introduction</b></p> <p>The course begins by discussing the study of history. Students will learn about the tools and concepts that are essential to historical inquiry. Students are exposed to the study of archaeology, followed by an introduction to prehistory and a number of important prehistoric concepts. Students will also reflect on the</p>	<p>14 Hours</p>

<p>tension between theories of evolution and the belief in how God created all things.</p>	
<p><b>Mesopotamia</b></p> <p>Students explore how Mesopotamia, the cradle of civilization developed over thousands of years. Students will study the major civilizations of ancient Mesopotamia and what daily life was like for them. During this period, written language, cities, agriculture, religion, and technology all made giant leaps as they developed to form the base of modern civilization. Students will also parallel the Biblical account, and how these civilizations interacted with the main actors in the Bible.</p>	<p>14 Hours</p>
<p><b>Ancient Egypt</b></p> <p>In this unit, students will explore life in ancient Egypt. Students will analyse factors that enabled Egypt to develop a successful, vibrant civilization in relative isolation from external threats and influences. In addition, students will explore archaeology in more depth, examining primary sources as they seek to understand the politics and society of ancient Egypt. Students will also explore where the story of the Bible lines up with Egyptian history and how elements of its culture are evident in the story of Joseph.</p>	<p>14 Hours</p>
<p><b>Ancient Greece</b></p> <p>Students will examine how the Ancient Greeks shaped the western world. Greek contributions to art, architecture, intellectual thought, science, and political science continue to benefit the modern world. This unit examines these contributions as students work through the various periods of ancient Greece, comparing and contrasting with the ancient Greeks with the other civilizations studied in this course. We will also briefly explore how the Greek world was a place where Christianity gain a foothold outside the Jewish communities through the apostle Paul's travelling ministry and shed light on the differences between Greek Myths and Christian Truths.</p>	<p>14 Hours</p>
<p><b>Ancient Rome</b></p> <p>In this unit, students will look at how Rome developed from a monarchy to a republic, and then into an empire. They will look at the various factors that contributed to its downfall and assess the overall legacy of this civilization. Over 1200 years, Rome grew from a small settlement to the most powerful empire in the world. Romans established legal systems, social welfare networks, a common language, roads, irrigation, and a tradition of civic support for grand projects, the arts, and festivals, all of which still influence modern society. Rome also took a large turn near the end of its existence by adopting Christianity as an official</p>	<p>14 Hours</p>

religion of the state, signalling the beginning of its intertwining relationship with people of power and influence.	
<p><b>The Middle Ages</b></p> <p>Students begin by exploring the Byzantium Empire and follow through history up until the Hundred Years War. In this unit, students will approach the period chronologically, and then take a more thematic approach when discussing daily life, education and changes in art and architecture. The Middle Ages is commonly subdivided into three distinct periods: The Early Middle Ages, the High Middle Ages and the Late Middle Ages. A particular close look will also be taken at the church, the decisions that it made, and how the Catholic Church strayed from the message of the gospel, corrupted by its integration into power and politics.</p>	14 Hours
<p><b>The Renaissance</b></p> <p>The final unit in the course examines the Renaissance from the beginning of the Italian Renaissance up to and including the Reformation and the Age of Exploration. Students examine society and the politics of the Renaissance and how they shaped the roles of men and women. Following this, students will work through the Reformation in Europe and how it affected people's daily lives. The unit will finish with a look at the Age of Exploration and the impacts it had on the wider world.</p>	14 Hours
<p><b>Final Assessment</b></p> <p>For the final assignment, students will produce a mock exhibit that explores a particular theme as it develops throughout history up until the 1500s. Students document their theme by creating a timeline of events accompanied by historical imagery and text explanations. The exhibit assignment is worth 30% of the overall grade.</p>	12 Hours

### Overall Curriculum Expectations

#### Historical Inquiry and Skill Development

1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history to 1500
2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful

#### Early Societies and Rising Civilizations

1. Early Societies: analyse the evolution of early societies in various parts of the world, including factors that were necessary for their development

2. 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 civilization, each from a different region and a different period prior to 1500, and explain their impact on people's lives
3. 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

### **Flourishing Societies and Civilizations**

1. Social, Economic, and Political Context: analyse key social, economic, and political structures and developments in three or more flourishing societies/ civilizations, each from a different region and a different period prior to 1500
2. 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 prior to 1500
3. 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 region and a different period prior to 1500

### **Civilization in Decline**

1. 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
2. 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
3. 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

### **The Legacy of Civilizations**

1. Social, Cultural, and Political Heritage: analyse the socio-economic, cultural, and political legacies of societies/civilizations from three or more regions and from different periods prior to 1500
2. The Legacy of Interactions: analyse various types of interactions between societies prior to 1500 and how societies benefited from and were harmed by such interactions
3. The Fifteenth-Century World: demonstrate an understanding of the general social, economic, and political context in societies in two or more regions of the world in the fifteenth century

### **Resources Required:**

This course is entirely online and does not require nor rely on any textbook.

### **Teaching and Learning Strategies:**

The Canadian and world studies courses prepare students for a life of responsible citizenship. Students are trained to think critically about events as they are experienced in daily life. One of the goals of the history courses is to help students develop a sense of time. At their own pace, students will work towards:

- developing an understanding of past societies, developments, and events that enables them to interpret and analyse historical, as well as current, issues;
- analysing how people from diverse groups have interacted and how they have changed over time;
- understanding the experiences of and empathizing with people in past societies;
- developing historical literacy skills by analysing and interpreting evidence from primary and secondary sources.

### **Assessment and Evaluation Strategies**

Every student attending Christian Virtual School is unique. We believe each student must have the opportunities to achieve success according to their own interests, abilities, and goals. Like the Ministry of Education, we have defined high expectations and standards for graduation, while introducing a range of options that allow students to learn in ways that suit them best and enable them to earn their diplomas. Christian Virtual School's Assessment, Evaluation, and Reporting Policy is based on seven fundamental principles, as outlined in the [Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools](#) document.

When these seven principles are fully understood and observed by all teachers, they guide the collection of meaningful information that helps inform instructional decisions, promote student engagement, and improve student learning. At Christian Virtual School, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning English, and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents or guardians at the beginning of the school year or course and at other appropriate points throughout the school year or course;

- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement; and
- develop students' self-assessment skills to enable them to access their own learning, set specific goals, and plan next steps for their learning.

For more information on Christian Virtual School's assessment and evaluation strategies, you can refer to our [Assessment, Evaluation, and Reporting Policy](#).

### Program Planning Considerations

Each of our courses have been designed by a team of educators to create an environment infused with creativity, flexibility, choice, and variety, with the goal to help every student succeed. We also take into consideration several topics that span disciplines and ensure we incorporate these into each of our courses.

#### Program Planning Considerations

##### Students with Special Needs

Christian Virtual School is committed to ensuring that all students are provided with the learning opportunities and supports they require to succeed. Our courses are made to offer flexible, personalized learning experiences. By maintaining an asynchronous model, students can move through their courses at their own pace, ensuring they are able to take the time they need to understand concepts or work with their teacher if they hit roadblocks. Christian Virtual School courses also incorporate choice, allowing students to submit work in a variety of mediums or formats to communicate their ideas.

In addition to the flexibility built into the courses, Christian Virtual School will implement the accommodations that are listed in a student's Individual Education Plan (IEP) that are applicable to the online learning environment. In these cases, the learning expectations will be the same as or similar to the expectations outlined in the curriculum document but supports will be provided to help students achieve those expectations. Common accommodations in the environment are reducing the workload, simplifying tasks and materials, providing extra time for tests and exams, allowing scribing or the use of specialized equipment, and not deducting marks for spelling.

##### English Language Learners

Although all our courses are only offered in English at this time, Christian Virtual School welcomes students learning the English language. Students do need to meet a baseline proficiency level to access the content, but Christian Virtual School teachers are responsible for helping students develop their English literacy skills no matter the course they are enrolled in.

Upon enrollment, students are asked if they would like to provide information about their English language background, and this information is used by our teachers to help them adjust their

instruction and suggest accommodations within the courses. English language learners are encouraged to reach out to their teacher or the Christian Virtual School administration to talk about the accommodation options in their courses so that the appropriate opportunities are given to everyone.

### **Environmental Education**

Christian Virtual School operates with 5 core values: responsibility, perseverance, integrity, compassion, and community. These core values determine our business operations, as well as exemplify what we, as educators, want to instill in our students. Environmental education, among other causes, are important to us as a school and we strive to promote learning about these issues and solutions within our courses. We work to educate students on the environment, its threats, and the importance of sustainability. We also work to inspire students to make an impact within their community and identify an alignment between their passions and the local, or global, needs.

Environmental education is woven throughout our course content, across all disciplines. Depending on the course and subject matter, this education can be subtle or explicit, but the goal is to ensure that students have the opportunity to acquire the knowledge, skills, perspective and practices needed to become an environmentally literate citizen.

### **Equity and Inclusive Education**

Christian Virtual School stands on the belief that every person is unique and, regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, sexual orientation, socio-economic status, or other similar factor, they are to be welcomed, included, accepted, treated fairly, and respected. As a school, we teach students about multiple worldviews, how to identify and acknowledge similarities and differences, and how to communicate with others in an inclusive, kind, loving, and compassionate way.

Diversity is valued at Christian Virtual School, and it is our goal to ensure all members of the community feel safe, comfortable, and accepted. Our courses are written to draw attention to the contributions of men and women alike, the different perspectives of various cultural, religious, and racial communities, and the beliefs and practices of First Nations, Métis, and Inuit peoples, to showcase a wide range of backgrounds and allow all of our students to see themselves reflected in the curriculum.

As a school, we see and recognize the diversity of families, children, and people in the world in need of Christ's love. We work every day to spread the love and acceptance of Christ.

### **Financial Literacy Education**

Whenever possible, Christian Virtual School emphasizes the importance of financial literacy. Making financial decisions has become an increasingly complex task, and students need to have knowledge in many areas and a wide range of skills in order to make informed decisions about financial matters. In addition to the concrete skills of numeracy and finances from a mathematical point of view,

students need to develop an understanding of the economic forces and ways in which they can respond to those influences.

Lessons that promote skill building in problem solving, inquiry, research, decision making, reflection, and critical thinking are present throughout Christian Virtual School courses. The goal is to help students acquire the knowledge and skills required to understand their own finances, as well as to develop an understanding of local and global effects of world economic forces and the social, environmental, and ethical implications of their own choices.

### **The Role of Information and Communication Technology**

Technology is rapidly changing, and the requirements for literacy in technology is growing just as quickly. Students entering the workforce are expected to have a firm grasp of information and communication technologies and be skilled their use.

Due to the nature of Christian Virtual School courses, students are exposed to a wide range of technologies to both facilitate and communicate their learning. As a result, students will develop transferable skills through their experience with word processing, information processing, internet research, presentation software, communication tools, and more.

### **Career Education**

Opportunities are present throughout Christian Virtual School courses to explore careers related to the different disciplines and subject areas. Students are exposed to a wide variety of modern careers, fields of study, and employment opportunities.

In addition, teachers are available to help the student prepare for employment in a number of diverse areas. With the help of teachers, students will learn to set and achieve goals and gain experience in making meaningful decisions concerning career choices. The skills, knowledge, and creativity that students acquire through our course are essential for a wide range of careers.

### **Health and Safety**

In order to provide a suitable learning environment for the Christian Virtual School staff and students, it is critical that the courses and the learning environment complies with relevant federal, provincial, and municipal health and safety legislation and by-laws, including, but not limited to, the Workplace Safety and Insurance Act, the Workplace Hazardous Materials Information System (WHMIS), the Food and Drug Act, the Health Protection and Promotion Act, the Ontario Building Code, and the Occupational Health and Safety Act (OHSA).

Consideration of students' health and safety is taken when planning activities, investigations, and experiments for our courses to ensure that proper safety precautions are communicated to and attainable for students.



