



The Bishop Strachan School
Department Name: Canadian, Business and World Studies

Course Title: World History to the Sixteenth Century

Grade Level: 11

Ministry Course Code: CHW3M

Teacher's Name: Wendy Beck

Developed by: Wendy Beck

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Developed from: The Ontario Curriculum Grades 11 and 12
Canadian Business and World Studies, 2005

Texts: *Echoes From The Past: World History To The 16th Century*, Mcgraw-Hill Ryerson, 2001

Sources Of The Western Tradition, Vol 1: From Ancient Times To The Enlightenment, 5th Edition, Houghton Mifflin, 2003
A Short History Of Progress, R.Wright, Anasi , 2004

Prerequisite: Canadian History in the 20th Century, Grade 10, Academic

Credits: 1.0

Length: 110 Hours

Course Description/Rationale

This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyse diverse societies from around the world, with an emphasis on the political, cultural, and economic structures and historical forces that have shaped the modern world. They will apply historical inquiry, critical-thinking, and communication skills to evaluate the influence of selected individuals, groups, and innovations and to present their own conclusions.

Overall Curriculum Expectations

Communities: Characteristics, Development, and Interaction

1. describe the changing characteristics of communities from earliest times to the sixteenth century;
2. analyze how selected societies have evolved and responded to challenges;
3. analyze the interaction between various societies from the time of the first communities to the sixteenth century.

Change and Continuity

4. analyze the factors that contributed to the process of change from earliest times to the sixteenth century;
5. analyze the factors that contributed to the maintenance of stability and continuity in a variety of societies from earliest times to the sixteenth century;
6. demonstrate an understanding of the importance of using the concepts of chronology and cause and effect in studying world history before the sixteenth century.

Citizenship and Heritage

7. demonstrate an understanding of the ways in which various individuals, groups, and events influenced changes in major legal, political, and military traditions before the sixteenth century;
8. analyze the contributions of various individuals and groups to the development of arts, knowledge, religion, and technology prior to the sixteenth century;
9. analyze changing concepts of authority and individual rights in different societies and periods prior to the sixteenth century.

Social, Economic, and Political Structures

10. analyze the development and diversity of social structures in various regions of the world prior to the sixteenth century;
11. analyze diverse economic structures and the factors that affected their development;
12. demonstrate an understanding of the diversity and uniqueness of political structures throughout the world.

Methods of Historical Inquiry and Communication

13. use methods of historical inquiry to locate, gather, evaluate, and organize research materials from a variety of sources;
14. interpret and analyze information gathered through research, employing concepts and approaches appropriate to historical inquiry;
15. communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

Instructional Hours Summary

Course Content Unit	Classroom Hours	Field Trip Hours	Exam Hours	Discussion board/ Independentwork/ Teacher Conference	Total
1.Study of History and Early Civilizations	32			1	33
2.Mediterranean Europe: Greece and Rome	34	3		2	39
3.Medieval Europe	12			2	14
4. Central and South America	12			2	14
5. Historical themes/Global Perspectives	8		2		10
Total	98	3	2	7	110

Unit Descriptions

Unit 1 – Study of History and Early Civilizations

Introduction to the study of History

Paleolithic, Mesolithic, Neolithic Eras, Concepts of civilization, Role of the Archeologist

Major Elements of each of the following societies: Mesopotamia, Egypt, India, China

Smaller City States: Israel, Assyrians, Babylonians, Persians

Cradles of Civilization: India, China

Unit 2 – Mediterranean Europe: Greece and Rome

Greece: Impact of Greek culture on our lives today

Influence of geography on history

Political overview- development of Democracy, Peloponnesian War

Study of mythology, art, literature, drama, philosophy and music

Role of biography and satire (TLC and History Bites re: Alexander the Great)

Role of women

Rome: Mythology

Roman Republic: evolution of an Empire and political overview

Punic Wars
 Key figures in the development of the Empire (Cesaer, Augustus)
 Pax Romana
 Fall of Rome
 Study of mythology, art, literature, drama, philosophy

Unit 3 – Medieval Europe: Political history

Social history
 Islam
 Crusades
 Film: history bites video
 Renaissance, Reformation and Counterreformation

Unit 4 – Central and South America: Early cultures: Maya, Aztec, Inca

European conquest
 Development of dependency on the USA
 Current Issues in Latin America

Unit 5 – Historical themes/Global Perspectives

Summative Thematic Essay Students research a thesis that they have developed. The thesis must be thematically based. Students draw on information from two societies studied this year and one that has not been studied.

Teaching/Learning Strategies

<input type="checkbox"/> Lecture	<input type="checkbox"/> Brainstorming	<input type="checkbox"/> Writing in role
<input type="checkbox"/> Interview	<input type="checkbox"/> Group work	<input type="checkbox"/> Film critique
<input type="checkbox"/> Reading	<input type="checkbox"/> Conference	<input type="checkbox"/> Self analysis
<input type="checkbox"/> Structured discussion	<input type="checkbox"/> Debate	<input type="checkbox"/> Peer analysis
<input type="checkbox"/> Practical exercise	<input type="checkbox"/> Web page design	<input type="checkbox"/> Independent study
<input type="checkbox"/> Analysis of various mediums	<input type="checkbox"/> Research project	<input type="checkbox"/> Teacher analysis
<input type="checkbox"/> Case study	<input type="checkbox"/> Seminar	<input type="checkbox"/> Making original film
<input type="checkbox"/> Role play	<input type="checkbox"/> Tableau	<input type="checkbox"/>

Assessment/Evaluation Strategies

Paper and Pencil	Performance Methods	Personal Communication	Other
Quizzes	Seminar	Interviews	Teacher anecdotal records
Analysis of primary documents	History workshop	Conferences	Teacher log
essays	Film/scene study	Classroom discussion	Checklists
Tests		Seminars	Rubrics
Examinations		Self evaluation	
		Peer evaluation	

Assessment/Evaluation

Seventy per cent (70%) of the final grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' *most consistent level of achievement* throughout this course, although special consideration should be given to the more recent evidence of achievement.

Thirty per cent (30%) of the final grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories (see below), and that achievement of particular expectations is considered within the appropriate categories. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are:

- Knowledge and Understanding (20-30%)
- Thinking (20-30%)
- Communication (20-30%)
- Application (20-30%)

Type of Assessment	Unit Title/Length	Overall Expectations (see pg 2)	Assessment Strategies	
70%	1.Study of History and Early Civilizations (33 hours)	1, 2, 3,4, 5, 6, 7, 8, 9, 10, 11, 12, 13	Seminar on Egypt	
			Test	
	2.Mediterranean Europe: Greece and Rome (39 hours)	1, 2, 3,4, 5, 6, 7, 8, 9, 10, 11, 12, 13		History Workshop
				Test
				Essay
	3.Medieval Europe (14 hours)	1, 2, 3,4, 5, 6, 7, 8, 9, 10, 11, 12, 13		Film/roast speech
				Essay
	4. Central and South America (14 hours)	1, 2, 3,4, 5, 6, 7, 8, 9, 10, 11, 12, 13		
30%	Summative: Historic Themes/Global Perspectives (10 hours)	13, 14, 15 1,2,3,4,5,6,7,8,9,10,11,12	Essay	
			Exam	
			Total	

Course Resources

Texts:

- ECHOES FROM THE PAST: WORLD HISTORY TO THE 16TH CENTURY, McGraw-Hill Ryerson, 2001
- SOURCES OF THE WESTERN TRADITION, VOL 1: FROM ANCIENT TIMES TO THE ENLIGHTENMENT, 5th Edition, Houghton Mifflin, 2003
- A SHORT HISTORY OF PROGRESS, R.WRIGHT, ANASI, 2004

Regular use of many websites, the British Museum in particular

Achievement Chart – Canadian and World Studies, Grades 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
The student:				
Knowledge of content (e.g., facts, terms, definitions)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, theories, procedures, processes, methodologies, and/or technologies)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
Thinking <i>The use of critical and creative thinking skills and/or processes</i>				
The student:				
Use of planning skills (e.g., focusing research, gathering information, organizing an inquiry, asking questions, setting goals)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, generating, integrating, synthesizing, evaluating, detecting point of view and bias)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., inquiry process, problem-solving process, decision-making process, research process)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
Communication <i>The conveying of meaning through various forms</i>				
The student:				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication (cont.)				
The student:				
Communication for different audiences (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, visual, and written forms	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., conventions of form, map conventions), vocabulary, and terminology of the discipline in oral, visual, and written forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application <i>The use of knowledge and skills to make connections within and between various contexts</i>				
The student:				
Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., past, present, and future; environmental; social; cultural; spatial; personal; multidisciplinary)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness