

COURSE INFORMATION



DATE: February 2024

SCHOOL: Yeshiva High School of Ottawa

DEPARTMENT HEAD: Mr. Nathan Lawrie

TEACHER: Mr. Nathan Lawrie

DEPARTMENT: General Studies, English and Humanities

CURRICULUM POLICY DOCUMENT		Canadian and World Studies, 2015, Grades 11 and 12	
COURSE TITLE	World History to the End of the 15th Century, Grade 11	COURSE CODE	CHW3M
PRE-REQUISITE	None	GRADE & TYPE	Grade 11 University/College
FULL YEAR / SEMESTER	Semester	CREDIT VALUE	1.0

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 1 — Archaeology and Mesopotamia

TIME: 25 HOURS

In Unit 1, students are introduced to the key inquiry skills necessary for historical study. Students look in detail at Archeology and its usefulness to historians. Students are also introduced to complex areas of study such as anthropology and theology and consider how they influence our understanding of early civilizations. Students then focus on Mesopotamia as the cradle of civilization and investigate how we piece together information on early societies through comparing Archaeological artifacts and early writings (such as the epic of Gilgamesh). Students will also investigate the way the Mesopotamian empire birthed various other early societies such as the Persian, Babylonian, and the Assyrian Empires.

Example Assignment 1 - Source Comparison Assignment: Students will compare and contrast different archaeological artifacts from the Mesopotamian Empire and evaluate their usefulness in studying the ancient civilization.
Example Assignment 2 - Students will write a short abstract for their chosen civilization for their summative assignment (Rise and Fall) and identify a basic timeline of key events related to that civilization. Students will be able to choose civilizations from a pre-prepared list, however they can choose alternate civilizations so long as they can justify the selection.

UNIT 2 — Ancient Egypt, Greece and China

TIME: 30 HOURS

For the duration of this unit, students will work in 'Research Groups' and will be assigned one of the three civilizations being explored. Students will be provided with a range of primary sources and secondary sources on various aspects of each culture and given targeted research questions to complete each week. Students will present their findings weekly to the other groups and create Kahoots and other digital quizzes to test how much each group has learned. Key areas of focus for research will be economies, politics, art and culture, architecture, and diplomacy and trade.

Example Assignment 1 - Museum exhibition assignment - students will work in their groups to design a museum exhibition on 'What the Egyptians/What the Greeks/What the Ancient Chinese' gave the world. Each group will

design a floor plan, exhibit description, poster, and artifact cards for the exhibition. Example Assignment 2 - Students will create a list of Primary sources (art, artifacts, written works) to be included in their end of year assignment on their chosen civilization. Students must find appropriate image files, links, and write an explanation of what each source can tell us.

UNIT 3 — The Fall of the Roman Empire

TIME: 20 HOURS

Students will focus on the Roman Empire at its peak in the Mediterranean. Students will look at aspects of Roman culture, the military, religious belief and empire, before focusing on the decline of the Empire in the West. Students will also look at the fall of the Byzantine Empire in the East and assess whether various encounters with Eastern and Western civilizations led to its demise or if it was an internal collapse.

Example Assignment 1 - Empire Card Game - Students work in pairs to create a Card Game (Top Trumps, Happy Families etc) based around the emperors of Rome (and Byzantium) since Augustus. Students need to consider key knowledge and understanding factors such as duration of reign, policies, popularity, achievements. Example Assignment 2 - Factor Essay - Students will write a factor essay on the Fall of the Roman Empire - focusing either on the fall of the Western Empire (Rome) or the Eastern Empire (Byzantium) and evaluate the chief cause for its fall. Students use inquiry skills to evaluate a primary cause for the fall.

UNIT 4 — Medieval Europe and The Crusades

TIME: 25 HOURS

Students will begin the Unit by researching how the collapse of the Western Roman Empire left a power vacuum in Europe and will identify some of the key events and cultural phenomena that characterized the middle ages such as The Hundred Years War, the concept of Crusades, and the rise and collapse of the feudal system.

Example Assignment - Perspective Assignment - Students will identify perspectives of the Crusades from non-crusader sources (Muslim, Mongol, Byzantine, Albigensian etc) and consider how such violent interactions continue to colour perspectives today. Students will contrast the alleged Crusader objectives with their actions and consider if there are modern day equivalents to this style of warfare.

UNIT 5 — Summative Assignment

TIME: 10 HOURS

Example assignment - The Rise and Fall - Students choose one of the civilizations we have explored during this course and create a fully functioning website to chronicle its Rise and Fall. Students will use their historical inquiry skills to identify key turning points in the Civilizations timeline, highlight archaeological findings, analyze architecture and artwork, and explain the legacy of the civilization both during the 15th century and its importance today. Students will note interactions with other civilizations and how this impacted their chosen civilization. Each page of the website will be characterized by a different Historical Inquiry question.

STUDENT EVALUATION CRITERIA

TERM – 70%		FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION
Knowledge/Understanding	25%	Knowledge/Understanding	25%	TERM TOTAL + FINAL TOTAL = REPORT CARD MARK
Inquiry/Thinking	25%	Inquiry/Thinking	25%	
Communication	25%	COMMUNICATION	25%	
Application	25%	Application	25%	

ASSESSMENT METHODS		
OBSERVATIONS:	CONVERSATIONS:	PRODUCTS:
<ul style="list-style-type: none"> ● Informal presentations ● Reading skills ● Writing process steps (graphic organizers, research notes, outlines, drafts, editing checklists) ● Listening and speaking skills ● Self-assessment ● Records of practice including checklists, anecdotal notes (homework, classroom contributions, metacognition charts, notetaking) 	<ul style="list-style-type: none"> ● Peer feedback / editing ● Group work records ● Conferences (student- teacher, group) ● Classroom contributions ● Composition/ arrangements ● Response Journals 	<ul style="list-style-type: none"> ● Review quizzes ● Unit tests ● Projects ● Oral presentations ● Assignments ● Summative tasks ● Final Examination (30%)

LEARNING SKILLS	
Report Cards will include a letter grade for the following Learning Skills:	
INDEPENDENT WORK	<p>The student:</p> <ul style="list-style-type: none"> ▪ accomplishes tasks independently ▪ accepts responsibility for accomplishing tasks ▪ follows instructions ▪ regularly completes assignments on time and with care ▪ uses time effectively
COLLABORATION	<p>The student:</p> <ul style="list-style-type: none"> ▪ works willingly and cooperatively with others ▪ listens attentively, without interrupting ▪ takes responsibility for his/her share of the work to be done ▪ helps to motivate others, encouraging them to participate ▪ shows respect for the ideas and opinions of others
ORGANIZATION	<p>The student:</p> <ul style="list-style-type: none"> ▪ organizes work when faced with a number of tasks ▪ devises and follows a coherent plan to complete a task ▪ demonstrates ability to organize and manage information ▪ follows an effective process for inquiry and research
RESPONSIBILITY	<p>The student:</p> <ul style="list-style-type: none"> ▪ completes homework on time and with care ▪ follows directions ▪ shows attention to detail ▪ perseveres with complex projects that require sustained effort ▪ applies effective study practices
INITIATIVE	<p>The student:</p> <ul style="list-style-type: none"> ▪ seeks out new opportunities for learning ▪ seeks necessary and additional information ▪ requires little prompting to complete a task, ▪ approaches new learning situations with confidence and a positive attitude ▪ seeks assistance when needed
SELF-REGULATION	<p>The student:</p> <ul style="list-style-type: none"> ▪ sets individual goals and monitors own progress ▪ seeks clarification or assistance when needed ▪ reflects and assesses critically own strengths, needs and interests ▪ perseveres and makes an effort when responding to challenges

NOTE: The above chart is a reformatting of the skills identified in the Ministry of Education's *Guide to the Provincial Report Card, Grades 9 – 12 : Appendix C: pages 27 to 29.*

POLICIES AND PROCEDURES

ATTENDANCE	<p>The Ontario Ministry of Education requires 110 hours of instruction for each course. As such, it is essential for the students to arrive punctually to each class.</p> <p>Students arriving more than ten minutes late will be marked “Late” on their report card.</p> <p>Students who are absent for an acceptable reason (see below) still have to make up the number of hours missed under the supervision of a teacher or the principal according to their availability. It is the student’s duty to determine and arrange this supervision, and YHSO does not guarantee teacher’s or principal’s availability.</p> <p><i>Students who are absent for non-acceptable reasons will forfeit their credit.</i></p> <p>ACCEPTABLE REASONS FOR ABSENCE</p> <ul style="list-style-type: none"> • Medical reason (may require a physician’s note) • Family trips or special occasions (up to four missed classes per course) <p>Regardless of reason for an absence, if a student misses more than 26 classroom hours they will forfeit their credit.</p>
ASSIGNMENTS	<p>Students are responsible to complete all their assignments and homework on time. Teachers will write all assignments, homework and tests on a classroom board, along with their due dates, but students are accountable to complete these assessments punctually. <i>Assignments handed in late may result in a deduction of marks.</i></p> <p>Teachers will post all assessments and assignments and their due dates on Google Classroom. Students and their parents will have access to the Google Classroom for their courses.</p>
BEHAVIOUR	<p>Students may not act in any manner that disrupts the education of another, or distracts a teacher. This includes:</p> <ul style="list-style-type: none"> • Excessive noise • Physical disruptions • Eating (unless granted individual permission) • Use of technology not for schoolwork purposes • Acts of disrespect such as name calling, abusive or offensive language or gestures <p>Failure to adhere to these rules will result in disciplinary action as described in the Student Handbook and Course Calendar.</p>
PLAGIARISM	<p>Academic integrity and honesty is expected from every student in Yeshiva High School of Ottawa. We take all instances of suspected dishonesty, plagiarism, or any form of “cheating” very seriously. A student who submits work that is, in whole or in part, plagiarized, will be subject to academic penalties. Repeated infractions may result in the loss of a credit and further disciplinary action. A student who assists another student in academic dishonesty may face academic consequences, including revocation of a credit.</p>