

**World History to the end of the Fifteenth Century**  
**Grade 11 University/College Preparation**

**Mr. Armishaw & Mr. Kaarid**  
**CHW3M**

This course investigates the history of humanity from earliest times to 1500. Students analyze diverse societies from around the world, with particular regard to the political, cultural, and economic structures and historical forces that form the foundation of Western civilization and the modern Christian worldview. The course theme is: **“What is a good society?”**

|               | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Assessments of learning                                  |                             |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------|
| <b>Unit 1</b> | <p><b>Historical Inquiry and The Near East</b><br/>           Students will look at the development of civilization in Mesopotamia, including the Sumerians, Akkadians, Babylonians, and Assyrians. Further study of Egypt and Israel will demonstrate the development of societies from simpler to more complex and identify forces that promote change and those that reinforce stability. Special attention will be paid to Old Testament chronology and context.</p>                                                                                                                          | <p>Test</p> <p>Biblical archaeology project</p>          | 4 weeks                     |
| <b>Unit 2</b> | <p><b>Jewish and Christian History</b><br/>           We will have several mini-units on Jewish history and how the story of God’s people interacted with the story of ancient civilizations at the time. The focus of this first mini-unit will cover the story from Abraham in 2000BC to the Exile of Judah in 586BC. It will also touch upon the beginning and early development of the Persian Empire, including the Jewish return from exile. Several lessons will occur later to cover the Jewish civilization from 520BC to 135 AD and its eventual demise as a separate civilization.</p> | <p>Test</p>                                              | 3 weeks                     |
| <b>Unit 3</b> | <p><b>Greece</b><br/>           This first half of this unit focuses on the rise of Greek civilization from its origins in the Minoan and Achaean periods to the career of Alexander and the aftermath of his conquests. Students gain an appreciation for the unique contribution of the Greeks to our heritage, and the influence this has borne since the incorporation of key elements of Greek culture into the present.</p>                                                                                                                                                                 | <p>Test</p> <p>Primary source assignment</p>             | 3 weeks                     |
| <b>Unit 4</b> | <p><b>Rome and ISU – Early Christianity</b><br/>           Students study the rise of Rome from a city-state to a “world-empire”. They discover the dilemmas of striving to balance power, social equity, justice, and imperial ambition. They study the demise of a society whose basic institutions had lost their moral and ethical foundations</p>                                                                                                                                                                                                                                            | <p>Test</p> <p>Research process</p> <p>Essay Product</p> | Rome 3 weeks;<br>ISU 1 week |
| <b>Unit 5</b> | <p><b>Medieval Europe</b><br/>           Students discover the rise of a new civilization from the ruins of an old one. They investigate the life of feudal and manorial Europe, the vital role played by the Christian Church, the influence of new knowledge, the rise of towns and the renewal of trade, and the rise of national kingdoms on the society of the Middle Ages.</p>                                                                                                                                                                                                              | <p>Test</p>                                              | 3 weeks                     |
|               | <p><b>Historical Thinking</b><br/>           At the end of each unit, students will be asked to respond to and reflect on each civilization.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Graded responses</p>                                  |                             |

**Assessment & Evaluation of Student Achievement**

Assessment and evaluation will be based on curriculum expectations. Learning skills will be evaluated separately unless they are embedded in an expectation. Term assessments of learning will be based on the following categories: Knowledge & Understanding (20%), Thinking & Inquiry (15%), Application (20%), Communication (15%).

|                                                                        | Type        | Weighting out of 100 |
|------------------------------------------------------------------------|-------------|----------------------|
| Term assessments of learning (conversation, observation, products) 70% | Tests       | 25%                  |
|                                                                        | Assignments | 35%                  |
| Summative assessments of learning 30%                                  | Summative   | 10%                  |
|                                                                        | Exam        | 20%                  |

Evidence of student achievement for evaluation is collected over time from three different sources – observations, conversations, and student products. Seventy percent of the final evaluation will be based on formative assignments, and evaluations may include tasks such as projects, tests, essay writing, oral presentations, and research reports. Thirty percent of the final evaluation will be based on summative material which will include the final examination and the course summative project.

**Course summative**

Throughout the course, you will be completing a series of graphic organizers which will allow you to see how the civilizations we study fit into the larger themes of the course (ie. Change and continuity, role of geography, development of political structures, ETC). You will also be reflecting on several different Historical Thinking concepts. Near the end of the course, you will write an in-class summative that draws on these review sheets and reflections.

**Student Expectations**

At RCHS, we are striving to be a Christian community of learning. We recognise and affirm that God has created us, and that He loves each one of us so much that He sent His Son, Jesus Christ, as a sacrifice in our place. Therefore, we are called, as adopted members of God’s family, to be conduits of Christ’s love to the world.

**Politeness:** We will always be polite to each other, and listen quietly when it is appropriate. Please listen to others’ opinions respectfully, especially when they differ from your own. We can have vastly different opinions and yet love and respect one another.

**Preparedness:** When the bell rings, be at your desk ready to work, both physically and mentally. Bring all needed materials to every class: textbook, binder, paper, pen/pencil, eraser, and your agenda. Those needing to retrieve materials after the bell will need to ask for a late slip.

**Guidelines for homework assignments and tests/quizzes:**

- All homework assignments are expected to be completed neatly and on time.
- Tests missed for a legitimate reason will be written on the day you return to school. If you miss a test because you skipped, or did not have a valid reason, you will be given a “0”. If you are late for class on the day of a test, you will not be given extra time to complete it, unless there is a valid reason for your lateness.
- **Evaluated assignments are to be completed by the due date. They must be handed in at the beginning of class to the teacher personally.** For each day that an assignment is overdue, there will be a 10% deduction from the final grade, and no marks will be given after 5 days. Parents will be contacted when assignments are late and student will be expected to attend study hall until it all work is complete (even if the assignment is more than 5 days late).
- The RCHS Plagiarism Policy will be enforced. All evaluated assignments will be submitted through Turn It In. **Course ID – [REDACTED] Password – [REDACTED]**

I would like to encourage ongoing communication between teacher, student **and** parent/guardian throughout the course. I can be contacted at any time via email at *barmishaw@rchs.on.ca* or *tkaarid@rchs.on.ca* or by calling the office at 613-723-9262. Here’s to a great semester!