



COURSE OVERVIEW 2019-20

Course Name:	<b>World History: The West and the World</b>	Course Code:	<b>CHY 4U</b>
Course Type:	<b>Grade 12 University Preparation</b>	Credit Value:	<b>1.0</b>
Teacher(s):	<b>Mr. N. Paranosic</b>		

**Course Description:**

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history. Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

<http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld1112curr.pdf>

**Course Overall Expectations:**

Strand	Overall Expectations
<b>A. Historical Inquiry and Skill Development</b>	A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history since the fifteenth century
	A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful
<b>B. The World, 1450–1650</b>	B1. Social, Economic, and Political Context: analyse key aspects of social, economic, and political systems and structures in various regions of the world between 1450 and 1650 (FOCUS ON: Historical Significance; Historical Perspective)
	B2. Communities, Conflict, and Cooperation: analyse relations between different groups in various regions of the world from 1450 to 1650 and how various factors affected these relations (FOCUS ON: Cause and Consequence; Continuity and Change)
	B3. Identity, Citizenship, and Heritage: analyse, with reference to the contributions of specific individuals, ways in which ideas, values, and artistic production affected the development of identity, citizenship, and/or heritage in various societies between 1450 and 1650 (FOCUS ON: Historical Significance; Cause and Consequence)
<b>C. The World, 1650–1789</b>	C1. Social, Economic, and Political Context: analyse key social, economic, and political issues, trends, and/or developments in various regions of the world between 1650 and 1789 (FOCUS ON: Cause and Consequence; Continuity and Change)

**Course Overall Expectations:**

<b>Strand</b>	<b>Overall Expectations</b>
	C2. Communities, Conflict, and Cooperation: analyse interactions between different groups in various regions of the world from 1650 to 1789 and how various forces/factors affected those interactions (FOCUS ON: Cause and Consequence; Historical Perspective)
	C3. Identity, Citizenship, and Heritage: analyse how political, social, economic, religious, and cultural ideas and practices in various regions of the world between 1650 and 1789 contributed to the development of identity, citizenship, and/or heritage (FOCUS ON: Historical Significance; Historical Perspective)
<b>D. The World, 1789–1900</b>	D1. Social, Economic, and Political Context: analyse the impact of key social, economic, and political issues, trends, and/or developments in various regions of the world between 1789 and 1900 (FOCUS ON: Historical Significance; Cause and Consequence)
	D2. Communities, Conflict, and Cooperation: assess how war, revolution, reform, and other forces affected societies in various regions of the world between 1789 and 1900 (FOCUS ON: Historical Significance; Continuity and Change)
	D3. Identity, Citizenship, and Heritage: analyse how new ideas and other cultural, social, and political developments affected the development of identity, citizenship, and/or heritage in societies in various regions of the world between 1789 and 1900 (FOCUS ON: Continuity and Change; Historical Perspective)
<b>E. The World since 1900</b>	E1. Social, Economic, and Political Context: analyse the significance of various social, economic, and political policies, developments, and ideas in various regions of the world since 1900 (FOCUS ON: Historical Significance; Cause and Consequence)
	E2. Communities, Conflict, and Cooperation: analyse interactions between various groups since 1900 and how key individuals and social, economic, and political forces have affected those interactions (FOCUS ON: Cause and Consequence; Historical Perspective);
	E3. Identity, Citizenship, and Heritage: analyse the development of the rights, identity, and heritage of different groups around the world since 1900 (FOCUS ON: Continuity and Change; Historical Perspective)

**Assessment and Evaluation Strategies:**

**The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning).**

<p style="text-align: center;"><b>Unit Overview</b></p>	<p style="text-align: center;"><b>Assessment and Evaluation Methods (May include major evaluations)</b></p>
<p><b>Unit 1: Religious Strife, The Cult of Reason and The Great Divergence: The Fall of Constantinople to The Enlightenment</b></p> <p>This unit begins by looking at that concept of Western and the ideas, values and historical context that grew out of the Renaissance, through comparative look at the Middle East and the discovery of the New World. The unit then goes into the religious conflicts that shaped Europe and affect those had on the world around them. Finally, the unit looks at the growth of science and the Scientific Revolution leading towards the political, cultural and economic changes brought forth by the Enlightenment.</p>	<p>Diagnostic, Formative and Summative assessments will be used in the forms of : tests, quizzes, posters, presentations, differentiated instruction activities, unit culminating activities (major assignment)</p>
<p><b>Unit 2: Empire, Revolutions and Reactionaries: The Seven Years War to the 1848 Revolutions in Europe</b></p> <p>This unit starts by looking at the growth of European empires and the cultural and social underpinnings that made this expansion possible. The unit then looks at the period of political, cultural and social upheaval with a specific focus on Romanticism, the American and French Revolutions and the Napoleonic Wars. The unit finishes by looking at the political and intellectual changes that lead to several revolutions and changes in government structures.</p>	<p>Diagnostic, Formative and Summative assessments will be used in the forms of : tests, quizzes, posters, presentations, differentiated instruction activities, unit culminating activities (major assignment)</p>
<p><b>Unit 3: Civilization, Christianity and Commerce: The Victorian Era to The Great War</b></p> <p>This unit looks at the expansion of the Western values to other parts of the world and the effect that expansion had, with a specific focus on Africa and Asia. Further the unit looks at how the Western culture adapted to the new wealth created by Industrial Revolution and the new ideas that grew out this cultural climate. Lastly, the unit will look at how the West almost Aself-destructs@ by plunging itself into WWI</p>	<p>Diagnostic, Formative and Summative assessments will be used in the forms of : tests, quizzes, posters, presentations, differentiated instruction activities, unit culminating activities (major assignment)</p>
<p><b>Unit 4: The Dominance and Decline (?) Of the West: Post WWI to the Global Financial Crisis</b></p> <p>This unit begins by looking at the aftermath of the War and how that led into WWII. It then continues with a look at the birth of the Cold War, the waning of European influence, decolonization and the rise of the two new Superpowers. Finally, the unit will look at the modern world and whether or not the West is in decline especially in regards to the financial crisis that began in the early part of the 21<sup>st</sup> century.</p>	<p>Diagnostic, Formative and Summative assessments will be used in the forms of : tests, quizzes, posters, presentations, differentiated instruction activities, unit culminating activities (major assignment)</p>
<p><b>Course Culminating Activity/Independent Study</b></p>	<p>Final Essay and Debate</p>
<p><b>Final Exam</b></p>	<p>Exam</p>

## Assessment and Evaluation Categories and Weights:

Achievement Chart Categories		Evaluation/Weight of Marks	
Achievement Category	Percentage	Evaluation	Percentage
Knowledge/Understanding	25	Term Evaluation	70
Thinking/Inquiry	25	Final Evaluation	
Communication	25	• ISP	10
Application	25	• Exam	20

### Learning Skills and Work Habits Assessment:

The development of learning skills and work habits is an integral part of student learning. These skills are:

- **Responsibility**
- **Organization**
- **Independent Work**
- Collaboration
- Initiative
- Self-Regulation

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. ( e.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

### Academic Dishonesty - Cheating and Plagiarism:

Learning tasks that students complete as well as the assignments, tests and exams that students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence that will not be condoned. Academic consequences will result.

### Late and Missed Assignments - Student Roles and Responsibilities

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

Mark deductions for late and missed assignments may apply to major assignments only.

References: ***TVDSB Assessment & Evaluation Policy, September 2011; Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools, 2010. Student Planner and School Web site***