



Northern Secondary School – History Department

Course Outline - CHY4U0/1 AP & Academic World History: The West & the World

| Course and Contact Information | |
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| <p>Course Title: World History: The West & the World Course Code: CHY4U0 Grade: 12 Credit Value: 1 Level: AP/Academic Academic Year : 2015 – 2016 Department: History Curriculum Leader: Mr. Dingwall Teachers: Mr. Dingwall & Ms. Leishman</p> | <p>Email Contacts: timothy.dingwall@tdsb.on.ca fiona.leishman@tdsb.on.ca</p> <p>Telephone Contact: 416-393-0284 ext (20085)</p> |
| Course Description | |
| <p>This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions.</p> | |
| Overall Expectations | |
| <p>By the end of this course, students will:</p> <p>Communities: Local, National & Global • analyse a variety of types of communities that have evolved since the sixteenth century; • assess various types of interactions that have occurred among diverse peoples and cultures, and the impact of these interactions, since the sixteenth century; • evaluate the factors that have led to conflict and war or to cooperation and peace between and within various communities from the sixteenth century to the present. • demonstrate an understanding of how the historical concept of change is used to analyse developments in the West and throughout the world since the sixteenth century;</p> <p>Change & Continuity • demonstrate an understanding of how the historical concept of continuity is used to analyse developments in the West and throughout the world since the sixteenth century; • demonstrate an understanding of the importance and use of chronology and cause and effect in historical analyses of developments in the West and throughout the world since the sixteenth century.</p> <p>Citizenship & Heritage • explain how key Western beliefs, philosophies, and ideologies have shaped the West and the rest of the world since the sixteenth century; • analyse how non-Western ideas and culture have influenced the course of world history since the sixteenth century; • analyse different forms of artistic expression and how they have reflected or challenged the societies in which they have appeared; • assess the range and diversity of concepts of citizenship and human rights that have developed since the sixteenth century.</p> <p>Social, Economic & Political Structures • describe diverse social structures and principles that have guided social organization in Western and non-Western societies since the sixteenth century; • analyse significant economic developments in the West and the rest of the world since the sixteenth century; • describe key developments and innovations in political organization in the West and the rest of the world since the sixteenth century; • analyse changing aspects of women’s economic, social, and political lives in Western and non-Western societies since the sixteenth century.</p> <p>Methods of Historical Inquiry and Communication • use methods of historical inquiry to locate, gather, evaluate, and organize research materials from a variety of sources; • interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry; • communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.</p> | |
| Academic Integrity | |
| <p>Ongoing evaluation in a variety of forms provide students the opportunity to provide evidence of their learning. In order for teachers to accurately assess student learning all tests/exams and assignments must be the student's own work and must be submitted on time. Cheating, plagiarism, not completing work and submitting work late may result in a mark of “0” for part or all of the evaluation opportunity. Consequences will adhere to Northern Secondary School and TDSB policy and will be determined by the student’s teacher, the Curriculum Leader and, at times, the student’s guidance counsellor and Vice-Principal.</p> <p>Northern policies are outlined in the student handbook. Students and their parents should review these policies together. Additional resources addressing plagiarism are available from the UofT Writing Centre at http://www.writing.utoronto.ca/advice/using-sources. Students and their parents should pay particular attention to the Writing Centre’s “How Not To Plagiarize” http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize.</p> | |



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| Attendance and Punctuality | | |
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| Every class is an opportunity to think, learn and socialize. Every class missed is that opportunity lost. The consistent decision to skip, or arrive late to class, and forgo knowledge and betterment eventually becomes irrevocable. Though attendance is not worth marks, better attendance usually translates to better grades and a more complete individual. It is your responsibility to be in class and on time. | | |
| Course Materials | | |
| Texts: McKay, John P. et. al. <i>A History of Western Society</i> . 10 th ed. Boston: Bedford/St. Martin's, 2011. Forsyth, Louise. <i>Strive For A 5 – Preparing for the European History Exam</i> . Boston: Bedford/St. Martin's, 2011. Newman, Garfield. <i>Legacy – The West and the World</i> . Toronto: McGraw-Hill Ryerson Limited, 2002. | Replacement Cost to Student: \$91.63 \$24.07 \$90.00 | |
| Unit Number | Unit of Study | Explanation |
| Unit I | 1500–1715: Foundations and Institutions Challenged | The Renaissance saw a reawakening of old ideas and the emergence of new that would usher in potentially revolutionary changes in Europe and become an integral part of Europe's legacy to the Western World. |
| Unit II | 1715–1815 Revolution and Change | Ideas begat action as Europeans struggled to fulfill the promise of the Enlightenment. Some established levels of equality previously only imagined. These movements were not however entirely inclusive and many, both in Europe and in areas explored and exploited by Europeans found themselves on the outside looking in. |
| Unit III | 1815–1914 Century of Transitions | Counter revolutionaries struggle to re-establish the old order against a tide of change and emergent technology allows Europe to even more effectively assert itself over the rest of the world. |
| Unit IV | 1914–2015 Century of Extremes | Europe is failed by the diplomacy of the preceding century and devastated by the introduction of new and poorly understood military technologies, extremism threatens to destroy the continent and its people for a second time and a war that does not come casts the shadow of destruction across the globe. New schools of thought based on the rights of the individual echo the calls of earlier times and the Earth cries out. |
| Unit V | Final Summative Evaluation | The Question of Legacy: What Does the World Owe to Europe? |
| *Units and topics are subject to change. Every effort will be made to avoid any alteration. | | |
| Evaluations | | |
| Students will be evaluated through summative and final summative evaluations. Evaluations aim to be a valuable reflection, demonstration and assessment of classroom and independent learning. | | |
| Term Evaluations | | Final Evaluations |
| Term evaluations will comprise 70% of the final grade divided evenly through the achievement categories. | | Final evaluations will comprise 30% of the final grade divided evenly through the achievement categories. |
| Achievement Categories | | Learning Skills |
| Students will be evaluated through term summative evaluations and final summative evaluations in the following achievement categories used to arrive at a percentage grade on the Provincial Report Cards: Knowledge and Understanding (knowledge & understanding of content) 17.5% of final grade Thinking (use of planning skills, processing skills, & of critical/creative thinking processes) 17.5% of final grade Communication (expression and organization of ideas and information, communication for different and purposes, & the use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms) 17.5% of final grade Application (application of knowledge and skills in familiar contexts, transfer of knowledge and skills to new contexts, & making connections within and between various contexts) 17.5% of final grade The Achievement Chart: Canadian and World Studies is can be found on pp. 36-37 of Ontario Curriculum Grade 9 & 10: Canadian and World Studies available http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2013.pdf | | Learning skills are reported on the Provincial Report Card separately from the percentage mark. They will indicate your demonstration of those skills required to be successful in history. These skills are grouped under the following headings: Responsibility (commitment, deadlines, timelines) Organization (planning, process) Independent Work (class time, homework, dedication) Collaboration (positive relationships, conflict resolution, sharing, teamwork) Initiative (opportunistic, innovative, positive attitude, hard-working) Self-Regulation (goal oriented, critical reflection, perseverance) |