|  | **Course Outline and Evaluation Summary**  Course Code: CHY4U  Title of Course: World History Since the Fifteenth Century  Department: Social Science | **2022-2023**  416-395-3210  x20075 |
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| **Course Description** |
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| In this course, students will trace 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. |

| **Course Evaluation** | | | | | |
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| Course evaluations incorporate one or more of the achievement categories (KICA). A brief description of each category can be found [here](https://www.dcp.edu.gov.on.ca/en/assessment-evaluation/categories-of-knowledge-and-skills). The final grade is calculated using the weighted percentages below. | | | | | |
| **Term Work:** | **A variety of tasks where you show your learning and have marks assigned using the Achievement Categories/Strands** | | **Summative**  **Evaluation:** | **Marked summative tasks which assess your learning on the entire course** | |
| 70% | 30% | Knowledge & Understanding | 30% | 15% | Culminating Task |
| 35% | Thinking & Inquiry |
| 20% | Application | 15% | Final Exam |
| 15% | Communication |

| **Learning Skills** |
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| Learning skills provide Information to help students understand what skills, habits & behaviors are needed to work on to be successful. These are not connected with any numerical mark. A brief description of each skill can be found [here](http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf#page=17).  **Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation**  E – Excellent G – Good S – Satisfactory N – Needs Improvement |

| **Required Materials** |
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| Any educational resource required for this course will be provided by the school. It is the student’s responsibility to come to class with these materials. The textbook for this course is The West and the World. Students may be issued this book at the beginning of the course. The replacement cost for this textbook $ 115.00. |

| **School/Departmental/Classroom Expectations** |
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| **Attendance:** The student is expected to attend class on time. Parents/guardians will be contacted if lates/attendance becomes an issue/hindrance. If the student knows about an absence in advance, they should contact the teacher.  **Plagiarism/Cheating:** A mark of 0 will be assigned for any work submitted that does not belong to the student. A mark of 0 will be assigned to a student who was found to have cheated. Parents/guardians will be informed.  **Missed Work:** If a student is absent from class, (e.g. illness, sports team) it is their responsibility to find out what they have missed and to catch up. The student is responsible for completing all of the work that was missed due to an absence. If a student misses an assignment or test without a legitimate explanation and documentation, marks up to and including the full value of the evaluation may be deducted. Make-up tests must be arranged to be written.  **Late Work:** Late work may result in a deduction of marks up to and including the full value of the evaluation. |

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| Course Assessment Tasks | | | |
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| **Unit/Topic/Strand** | **Big Ideas** | **Major Assignments / Evaluations** | **Estimated Duration** |
| Unit 1: Historical Inquiry and Skill Development | Students will use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history since the fifteenth century. They will also develop transferable skills and identify careers in which these skills might be useful. | Embedded throughout the activities and assignments in the course. | 10 classes |
| Unit 2: The World, 1450–1650 | What was the lasting impact on the world of the various social, political, and economic changes during this time? How did governments and other groups weigh competing interests when building new trade and political relationships? How were dominant and long-held ideas challenged in this period of new ideas about the world and its people? | May include the following:  Reflective writing (course and researched material)  Short Essay  Presentation of researched material  Seminar style discussions  Unit Test | 25 classes |
| Unit 3: The World, 1650–1789 | How did Increased trade and colonization during this period help change demographic patterns? How did the building of commercial and political empires have an impact on relationships within and between various countries? How did various groups and individuals begin to question political, social, economic, and religious ideas and institutions during this period? | May include the following:  Reflective writing (course and researched material)  Short Essay  Presentation of researched material  Seminar style discussion  Unit Test | 25 classes |
| Unit 4: The World, 1789–1900 | What were the intended and unintended consequences of industrialization and urbanization? What effect did revolution and reform movements around the world have on various societies and colonial ties in some regions? What were the revolutionary ideas, as well as new ideas about self-determination and nationalism, that spread throughout the world during this period? | May include the following:  Reflective writing (course and researched material)  Short Essay  Presentation of researched material  Seminar style discussion  Unit Test | 25 classes |
| Unit 5: The World since 1900 | What economic, social, and political ramifications have resulted from globalization and decolonization during this period? How has this period been marked by military conflict, large-scale social reform and increasing awareness of individual rights? How has global influence had an impact on national and personal identity? | May include the following:  Reflective writing (course and researched material)  Short Essay  Presentation of researched material  Seminar style discussion  Unit Test | 25 classes |
| Culminating Task(s) | Final Essay based on a major research question.  Final Exam |  | 10 classes  Exam Period |