

**Forest Hill Collegiate Institute Fall 2019**  
**Course of Study and Evaluation Statement**

**World History: The West and the World, Grade 12: College Preparation**

**Note 1:** All Ontario Ministry of Education curriculum documents with full course content information can be located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

**Note 2:** Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*, located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/progplan912curr.pdf>

**1. Course Details**

- Program Area: Canadian and World Studies
- Course title: World History: The West and the World, Grade 12, University Preparation. Credit Value 1.0
- Prerequisites: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
- Textbook(s) and resource materials that are essential to the course: *The West and the World*, Haberman & Shubert (\$100)

**2. Overall Goals**

- Course Description:

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.

• Overall Expectations in the areas of Communities: Local, National, and Global; Change and Continuity; Citizenship and Heritage; Social, Economic, and Political Structures; and Methods of Historical Inquiry and Communication. By the end of the course, students will:

- in Communities: Local, National, and 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.

- in Change and Continuity:

- \* 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;

- \* 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.

- in Citizenship and 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.

- in Social, Economic, and 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.
- in 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.

• Specific Curriculum Expectations

Please refer to Ontario Ministry of Education curriculum document for details of Overall and Specific Expectations, found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld1112curr.pdf>

Unit 1	Foundations and Institutions Challenged 1600–1715	26 hours
Unit 2	Tradition, Absolutism, and Revolution 1715–1815	26 hours
Unit 3	The Promethean Spirit Unleashed 1815–1914	29 hours
Unit 4	1914 to the present – Century of	24 hours

**3. Program Planning Considerations**

- *Individual Education Plan:* Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program.
- *The Role of Technology in the Curriculum.* Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.
- *English As a Second Language (ESL):* Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.
- *Career Education:* Expectations in this course include many opportunities for students to explore educational and career options, and to become self-directed learners.
- *Cooperative Education and Other Workplace Experiences:* The knowledge and skills students acquire in this courses will assist them in their senior level cooperative-education and work-experience placements related to this course. General information about cooperative education courses can be found at <http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf>

**4. Learning Skills**

*Learning Skills* are skills and habits that are essential to success in school and in the workplace. The Learning Skills evaluated are: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-regulation. Teachers report achievement on the six Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.

Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

**5. Academic Honesty: Cheating and Plagiarism**

Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism the passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

## 6. Teaching Strategies

Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

- *Direct Instruction* is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
- *Indirect Instruction* is mainly student-centred. Indirect Instruction includes inquiry, induction, problem solving, decision making, and discovery.
- *Interactive Instruction* relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
- *Experiential Learning* is inductive, learner centred, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learnings and feelings; draw useful insights from such analysis; and/or put learnings to work in new situations..
- *Independent Study* refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.

## 7. Assessment and Evaluation Strategies

### Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

- In this course, the following evaluation strategies may be used:

Small Assignments    Essays  
Seminars    Tests & Quizzes  
Independent Study    Unit Culminating Assignments

## 8. Achievement Chart

The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students' achievement. Students are evaluated according to the major categories or strands in each course. Ministry curriculum documents provide detailed description of student achievement levels. In this course, students are evaluated in four strands, according to the weightings shown:

Unit 1	Foundations and Institutions Challenged 1600–1715	26 hours
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**9. 70% Mark on Course Work** Students need to demonstrate achievement of all the overall expectations of the course. 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or incomplete will affect a student's 70% grade. See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.

Unit 1	Foundations and Institutions Challenged 1600–1715	26 hours
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**10. 30% Grade Based on Course Culminating Activities**

- All students must take part in the culminating activities for each course at every grade and level of study. The steps to follow when a student is absent from one or more culminating activities is included in the FHCI evaluation policy as printed in the Student Agenda Book.
- Culminating activities that occur in class are held within the last three weeks of classes. Culminating activities that are formal examinations occur within the last nine days of the semester
  - Final Exam at the end of the semester, 30%

**11. Determining Marks for the Midterm Provincial Reports in November and April**

This grade will be based on the evaluations that have been conducted to the midterm point in the course. Some of the Overall Expectations, categories/strands, and units will not have been addressed by the midterm, and the students' grades will most likely change when the students' entire work is evaluated by the end of the course.

**12. Determining the Mark for the Final Report Card**

The mark for the final will report card will be the sum of the 70% mark and the 30% mark.

**Contact Information:**

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