

## ***RICHVIEW COLLEGIATE INSTITUTE***

<b>PROGRAM AREA:</b> Canadian and World Studies	<b>COURSE NAME:</b> World History since the Fifteenth Century
<b>COURSE CODE:</b> CHY4U	<b>GRADE/LEVEL:</b> 12
<b>PREREQUISITE:</b> Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities	<b>CREDIT VALUE:</b> 1.0
<b>TEXTBOOKS(S)/RESOURCES:</b> While students will not be given individual copies of the textbook, they will be using readings taken from John McKay, Bennett Hill, John Buckler, Clare Crowston & Merry Wiesner-Hanks' work, <b><u>Western Society – A Brief History – Volume II: From Absolutism to the Present</u></b> . Additionally, we will be using selected readings from <b><u>The Making of the Modern Age</u></b> and <b><u>The Modern Age: Ideas in Western Civilization (Selected Readings)</u></b> both by Arthur Haberman. <b>Cost of Textbook/equipment replacement:</b> <u>\$65.87 (if lost or damaged)</u> <b>Additional Course Costs:</b> <u>N/A</u>	
<b>TEACHER(S):</b> Ms. McDonagh Vella Ms. Stuart	<b>CONTACT:</b> 416 394 7980 Ext. 20075

### **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.

### **CURRICULUM STRANDS (UNITS) and OVERALL EXPECTATIONS:**

#### **Historical Inquiry and Skill Development**

*Throughout this course, students will:*

- use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history since the fifteenth century;
- apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful.

#### **The World, 1450-1650**

*By the end of this course, students will:*

- analyse key aspects of social, economic, and political systems and structures in various regions of the world between 1450 and 1650
- analyse relations between different groups in various regions of the world from 1450 to 1650 and how various factors affected these relations
- 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

#### **The World, 1650-1789**

*By the end of this course, students will:*

- analyse key social, economic, and political issues, trends, and/or developments in various regions of the world between 1650 and 1789
- analyse interactions between different groups in various regions of the world from 1650 to 1789 and how various forces/factors affected those interactions
- 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

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## **The World, 1789-1900**

*By the end of this course, students will:*

- analyse the impact of key social, economic, and political issues, trends, and/or developments in various regions of the world between 1789 and 1900
- assess how war, revolution, reform, and other forces affected societies in various regions of the world between 1789 and 1900
- 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

## **The World since 1900**

*By the end of this course, students will:*

- analyse the significance of various social, economic, and political policies, developments, and ideas in various regions of the world since 1900
- analyse interactions between various groups since 1900 and how key individuals and social, economic, and political forces have affected those interactions
- analyse the development of the rights, identity, and heritage of different groups around the world since 1900

### **Assessment and Evaluation**

Assessment and Evaluation are based on the expectations and levels of achievement outlined in the provincial curriculum document for each subject. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades on the Provincial Report Card.

A final mark will be calculated using the following categories or strands:

**Formative Evaluation:** (70% of the final mark will be based on evaluations conducted throughout the course). All four achievement categories/strands do not need to be evaluated in each evaluation task.

Communication 25 (%)	Knowledge/Understanding 25 (%)	Thinking and Inquiry 25 (%)	Application/Making Connections 25 (%)
<i>Ongoing Assignments</i> <i>Essays</i> <i>Tests</i> <i>Presentations</i> <i>Seminars</i> <i>Debates</i>	<i>Ongoing Assignments</i> <i>Essays</i> <i>Tests</i> <i>Presentations</i> <i>Seminars</i> <i>Debates</i>	<i>Ongoing Assignments</i> <i>Essays</i> <i>Tests</i> <i>Presentations</i> <i>Seminars</i> <i>Debates</i>	<i>Ongoing Assignments</i> <i>Essays</i> <i>Tests</i> <i>Presentations</i> <i>Seminars</i> <i>Debates</i>

**Summative Evaluation:** (30% of the final mark will be based on a final evaluation in the form of culminating activities).

**Components of Summative Evaluation:** 1. Exam 30 (%)

**\*\* A detailed explanation of the culminating activity/activities will be distributed to students in the class.**

**Learning Skills:** The report card provides a record of the learning skills, demonstrated by the student in every course in the following six categories: *Works Independently, Teamwork, Organization, Work Habits/Homework, Initiative and Self-Regulation*. The learning skills are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).

*Please refer to the Student Agenda Planner for details regarding the Achievement Chart and Learning Skills.*