

SOUTH CARLETON HIGH SCHOOL
STUDENT OUTLINE
CHY 4U
World History: The West and the World

Credit Value: 1 credit

Hours: 110 hours

Course Overview

This course investigates the major trends in Western civilization and world history from the 16th 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. The skills and knowledge developed in this course will enable students to understand and appreciate both the character of historical change and the historical roots of contemporary issues.

| Unit Title | Hours | Performance Tasks | Overall Expectations |
|---|-------|---|--|
| 1. Introduction to the Modern Era | 5 | 1. Tests and quizzes | <p>Communities: Local, National, Global</p> <ul style="list-style-type: none"> - analyse a variety of types of communities that have evolved since the 16th century. - Assess various types of interactions that have occurred among diverse peoples and cultures, and the impact of these interactions, since the 16th century. - Evaluate the factors that have led to conflict and war or to cooperation and peace between and within various communities from the 16th century to the present. <p>Change and Continuity</p> <ul style="list-style-type: none"> - demonstrate an understanding of how the historical concept of change is used to analyse developments in the West and throughout the world since the 16th 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 16th 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 16th century. <p>Citizenship and Heritage</p> <ul style="list-style-type: none"> - explain how key Western beliefs, philosophies, and ideologies have shaped the West and the rest of the world since the 16th century; - analyse how non-Western ideas and culture have influenced the course of world history since the 16th 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 16th century. <p>Social, Economic, and Political Structures</p> <ul style="list-style-type: none"> - describe diverse social structures and principles that have guided social organization in Western and non-Western societies since the 16th century; - analyse significant economic developments in the West and the rest of the world since the 16th century; - describe key developments and innovations in political organization in the West and the rest of the world since the 16th century; - analyse changing aspects of women's economic, social, and political lives in Western and non-Western societies since the 16th century. <p>Methods of Historical Inquiry and Communication</p> <ul style="list-style-type: none"> - 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. |
| 2. The Renaissance | 5 | 2. Culminating Activities | |
| 3. The Reformation | 5 | 3. Collaborative group work | |
| 4. The Early Modern Era | 10 | 4. Research displays | |
| 5. The Enlightenment and Revolution | 20 | 5. Oral presentations | |
| 6. Industrialization, Nationalism, Liberalism | 10 | 6. Argumentative essays | |
| 7. European Hegemony | 15 | 7. Critical analysis of primary sources | |
| 8. The Weakening of Europe: 1914 – 1945 | 15 | 8. Web Quests | |
| 9. The Post-Modern Era: Post 1945 | 15 | 9. Debates | |
| | | 10. Reflective writing | |
| | | 11. Seminars / tutorials | |
| | | 12. Formal examination | |

STUDENT RESPONSIBILITIES

1. Students are required to attend classes regularly, participate in activities, and submit work on time. Absence for any reason does not remove the responsibility of a student to complete work in a timely manner.
2. Students who commit *academic fraud* i.e. *plagiarize or cheat*, and those who miss performance tasks without a legitimate and substantiated excuse risk the successful and timely completion of their work. Tasks consisting of academic fraud will be considered incomplete, as they do not provide a reliable demonstration of student learning.*
3. All incomplete work will be factored into the final mark. When a student fails to demonstrate competence with a task for this or any reason, remedial work may be assigned at the teacher's discretion. In these cases, a reasonable timeline must exist to facilitate the completion and subsequent evaluation of the performance.
4. Students may on occasion negotiate with the teacher to have an assignment submitted late. All work accepted for marking will be professionally evaluated; however, written feedback and anecdotal remarks on late submissions may not be possible based on time constraints.
 - See School Assessment, Evaluation, and Reporting Policy for details.

* Academic Fraud is defined as any act of dishonesty purposely or carelessly intended to enhance academic performance. Plagiarism is defined as the act of taking the written word or original work of another person, without giving due credit, whilst passing it off as ones own.

Evaluation

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| Term Report Assessment/Evaluation tools include tests/quizzes, assignments, performance tasks and rich assessment tasks Term 70% | Final Report Term 70% Summative task 15% Final Exam 15% 100% |
| <u>Summative Period</u> Canadian and World Studies summatives will come due within the school's Summative and Evaluation Period. This period occurs two weeks before exams in January and June. <i>Absence from evaluations during these dates must be substantiated with a medical certificate or equivalent documentation as approved by administration.</i> | |

Text: The West and the World

LITERACY

Success in Canadian and World Studies courses depends in large part on strong literacy skills. Many of the activities and tasks students undertake in CHC2D involve the use of written, oral, and visual communication skills. The study of this subject will thus encourage students to use language with greater care and precision and will enhance their ability to communicate effectively.

Antidiscrimination Policy

The Canadian and World Studies curriculum is designed to help students acquire the "habits of mind" essential for citizens in a complex world. Students are expected to demonstrate an understanding of the rights privileges, and responsibilities of citizenship, as well as a willingness to show respect, tolerance, and understanding towards individuals, groups, and cultures in the global community. They are also expected to understand that protecting human rights and taking a stand against racism and other expressions of hatred and discrimination are basic requirements of responsible citizenship.

Accommodations for Exceptional Students

The (name) department makes every effort to accommodate the identified needs of exceptional (IPRC'd) students and will attempt to differentiate curriculum delivery methods, student modes of expression, and assessment methods as recommended by the student's individual education plan (IEP).