**SUMMARY OF COURSE OF STUDY – World History Since 1450**

### Semester 2, 2019/2020

**Teacher**: Ms. R. Gluskin

**Code**: CHY 4U

**Textbook**: Haberman, Arthur and Adrian Shubert. The West and the World: Contacts, Conflicts, Connections. Toronto:

Gage Learning Corporation, 2002. (Replacement cost: $98.00)

## Course Outline

**Course Question: How did we get here?**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit #** | **Unit Time Period and Question** | **Content Description** | **Time Lines** |
| 1 | 1450 – 1650  *What were they thinking?* | * Intro to Historical Thinking Concepts and Inquiry * Seven Cities in 1450 * Europe’s Religious Changes * Conflict and Cooperation in Kongo, New Spain and Japan * Expression and Historiography (Galileo, Ricci) * Two Solitudes (the influential and the powerless) | 23 classes |
| 2 | 1650 – 1789  *What was worth fighting for?* | * Enlightenment and its limits * Slavery and Resistance, Haitian Revolutions * Innovation and Origins of Industrialization * Seven Years War and Consequences of Exploration and Colonization in India and North America * Intended and Unintended Consequences of Cultural Exchanges (Absolutism in France and Russia) | 17 classes |
| 3 | 1789 – 1900  *What re-shaped the world?* | * Industrialization * French Revolution and Historiography * Isms and Ologies (Liberalism, Communism) * Globalization, Imperialism and Colonization (Congo, Imperialism in China – Opium War, Taiping Rebellion) * Social Movements and Reform (abolition of slavery and women’s rights) | 20 classes |
| 4 | 1900 – present  *Are we any better?* | * Decolonization (India/Pakistan, Algeria, Ghana, Kenya) * Cooperation and Conflict – Rwanda, South Africa * Migration - Syrian refugee crisis compared to Armenian genocide * Consequences of Industrialization and Globalization (China and Russia, women’s rights) * Case study for exam | 25 classes |

## Learning Skills

Learning skills are reported separately from the course mark on the report card. It is important for students to practise these skills as they will help to improve the course mark and to prepare for post-secondary education. **There are also opportunities to practice skills and receive feedback – these are called assessment for and as learning.**

* **Responsibility** (fulfils responsibilities and commitments; completes and submits class work, homework, and assignments on time; takes responsibility for and manages own behaviour)
* **Organization** (devises and follows a plan and process for completing work and tasks; establishes priorities and manages time to complete tasks and achieve goals; identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks)
* **Independent Work** (independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision)
* **Collaboration** (accepts various roles and an equitable share of work in a group; responds positively to the ideas, opinions, values, and traditions of others; builds healthy peer-to-peer relationships; works with others to resolve conflicts; shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions)
* **Initiative** (looks for and acts on new ideas and opportunities for learning; demonstrates the capacity for innovation and a willingness to take risks; demonstrates curiosity and interest in learning; approaches new tasks with a positive attitude; recognizes and advocates appropriately for the rights of self and others)
* **Self Regulation** (sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and reflects critically on own strengths, needs, and interests; identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; perseveres and makes an effort when responding to challenges)

## Achievement Chart:

70% Coursework: (see Summative Plan for details)

|  |  |
| --- | --- |
| Knowledge | 25% |
| Thinking | 25% |
| Application | 25% |
| Communication | 25% |

30% Summative: (at the end of the course)

|  |  |
| --- | --- |
| CCA Essay | 15% |
| Exam | 15% |

## Communication:

* Students may ask the teacher for an appointment any time for extra help. Ms. Gluskin is often available before and after school and at lunch.
* Please take advantage of extra help if you are having difficulty with the reading, studying for tests, doing assignments, etc. It is especially important to clarify your understanding of instructions if you have any doubts.
* If you want to speak to the teacher about a mark, please follow the instructions in your Student Agenda (planner). Please plan a specific question. Do not complain about your mark in general.
* Marks: Marks will be made available to students periodically. If you’d like to see your mark at another time, please ask. At the end of the course, most recent, most consistent achievement will be considered in T, A and C categories.
* Students and parents/guardians may phone. A message must be addressed to Ms. Gluskin specifically – don’t phone main office, please. A direct message may be left at **416-395-3340 ext. 20045 in Ms. Gluskin’s office in guidance.**
* Students and parents/guardians may email the teacher: risa.gluskin@tdsb.on.ca (please note that the teacher will NOT accept assignments by email unless directly requested/stated).
* The teacher’s blog can be found at [gluskin.ca](http://www.cabal.org/risa%20or%20gluskin.ca) (please check it frequently for homework, assignment tips, due dates, rubrics, PPTs, etc.).

**Summative Plan – *CHY 4U – World History Since 1450***

|  |  |  |
| --- | --- | --- |
| **Item, selected HTCs \* (historical thinking concept), and assignment descriptions** | **Achievement Categories** | **Due Date** |
| **Unit 1** | | |
| **Seven Cities Quiz** | K | Fri. Feb. 7 |
| **PSD Test** (\* primary source evidence) | K, T, A | Thurs. Feb. 27 |
| **Two Solitudes** (\* primary source evidence plus choice from all other HTCs) – in-role profiles of a role (either powerful or powerless) from the unit leading to an in-role discussion | K, T, A, C | Thurs. March 5 |
| **Unit 2** | | |
| **CCA Essay step 1:** Background Notes and Historical Context/Topic Overview Worksheet (\*choice of HTC) | K (worksheet), T (notes) | Mon. March 30 |
| **Unit 2 Test** | K, A | Tues. April 7 |
| **Timeline with Attitude** (\* continuity & change) – events that show progress and decline from the perspective of a particular group of people | K, T, A, C | Wed. April 8 |
| **Unit 3** | | |
| **Industrial Revolution Profile** – research the hours, wages and working conditions of a worker in a mine or mill (some students may be owners of mine or mill, some may be parliamentary commissioners), leading to an in-role negotiation for improvement in working conditions | K, T, A, C | Thurs. April 16 |
| **CCA Essay step 2:** Working Bibliography Worksheet | T | Fri. April 17 |
| **French Revolution and Ideologies Quiz** (\*continuity & change, cause-consequence) | K, T | Mon. April 27 |
| **CCA Essay step 3**: Research Notes | T | Mon. May 4 |
| **CCA Essay step** **4**: Thesis Conference | T | outside of class time from May 11 - May 15 |
| **Unit 4** | | |
| **Decolonization Discussion** (\*causes-consequences) – research a case study of decolonization and discuss with others how their case studies are similar and different | K, A | Thurs. May 14 |
| **CCA Essay step 5**: Outline | T, A | Fri. May 22 |
| **Feminism Comparison** (\*continuity and change) – identify similarities and differences between American and Chinese women’s rights over time | A, C | Fri. May 29 |
| **CCA Essay step 6**: Peer Evaluation of Rough Draft | T | Mon. June 1 |
| **Course** **Culminating Activity** | | |
| **CCA Essay - Final Product** | K, T, A, C | Mon. June 8 |
| **Exam** | K, T, A | TBA |

**Students and Parents – Please Read and Note Policies**

**Academic Integrity**

Plagiarism, which comes from the Latin word for “kidnapper” (TDSB Library and Learning Resources Independent Study Guide, 3rd Edition) is a form of academic cheating and is a very serious matter. It occurs when a writer, presenter or performer uses the major ideas, interpretations, analysis, statistics, findings, or conclusions of others in his/her work without acknowledging the source. Whether the work of others is copied verbatim (word for word) or paraphrased without the sources being acknowledged, plagiarism has occurred. An assignment in which plagiarism is identified will receive a mark of zero. There may be no opportunity to resubmit or make up the assignment in which the offence occurred. Parents may be notified, a suspension may occur and the student’s name may be entered into the Plagiarism Register at York Mills CI.

**Attendance**

To experience success at York Mills, regular, punctual attendance is expected. In this class, primary source document analysis will take place IN CLASS.

Homework

Studies show that students who reinforce what they learned in class at the end of each day retain significantly more information than those who don’t! It is useful to establish a regular home study routine. Failure to complete homework assignments will likely result in lower grades as homework provides the opportunity to practice new skills and to receive feedback from the teacher.

**Assignments and Tests**

Assignments must be completed on time. If you are away due to illness on a day that a test or assignment is due, your parent or guardian is expected to call YOUR TEACHER to notify them (see “Communication”). If you have a legitimate appointment, field trip or sports event on the day that a test or assignment is due, you are expected to make arrangements with your teacher IN ADVANCE of the due date. Note that all assignments will have a due date after which the assignment is considered to be late. Assignments will also have a date established after which they may not be accepted. A teacher may deduct late marks if other avenues have been exhausted.

**Cell Phones**

Room 145 will be a phone-free zone this semester. If you bring your device to class you will be asked to put it in the cell phone hotel. If the teacher says you require the phone for use in class, you will be allowed to take it out as needed. Students need to re-discover their ability to pay attention, maintain focus, and interact with others (and the teacher) without their phones.

**Curriculum Expectations**

**Historical Inquiry and Skill Development Overall Expectations (to be woven throughout the course)**

A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history since the fifteenth century A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful.

**B. The World, 1450–1650 Overall Expectations**

**B1.** Social, Economic, and Political Context: analyse key aspects of social, economic, and political systems and structures in various regions of the world between 1450 and 1650. **B2.** Communities, Conflict, and Cooperation: analyse relations between different groups in various regions of the world from 1450 to 1650 and how various factors affected these relations. **B3.** Identity, Citizenship, and Heritage: 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.

**C.The World, 1650-1789 Overall Expectations**

**C1.** Social, Economic, and Political Context: analyse key social, economic, and political issues, trends, and/or developments in various regions of the world between 1650 and 1789. **C2.** Communities, Conflict, and Cooperation: analyse interactions between different groups in various regions of the world from 1650 to 1789 and how various forces/ factors affected those interactions. **C3.** Identity, Citizenship, and Heritage: 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.

**D. The World, 1789-1900 Overall Expectations**

**D1.** Social, Economic, and Political Context: analyse the impact of key social, economic, and political issues, trends, and/or developments in various regions of the world between 1789 and 1900. **D2.** Communities, Conflict, and Cooperation: assess how war, revolution, reform, and other forces affected societies in various regions of the world between 1789 and 1900. **D3.** Identity, Citizenship, and Heritage: 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.

**E. The World Since 1900 Overall Expectations**

**E1.** Social, Economic, and Political Context: analyse the significance of various social, economic, and political policies, developments, and ideas in various regions of the world since 1900. **E2.** Communities, Conflict, and Cooperation: analyse interactions between various groups since 1900 and how key individuals and social, economic, and political forces have affected those interactions. **E3.** Identity, Citizenship, and Heritage: analyse the development of the rights, identity, and heritage of different groups around the world since 1900.