

SUMMARY OF COURSE OF STUDY – World History Since 1450

Semester 2, 2022/2023

Teacher: Ms. R. Gluskin

Code: CHY4U

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
1	1450 – 1650 <i>What were they thinking?</i>	<ul style="list-style-type: none"> Intro to Historical Thinking Concepts inquiry, and decolonization Seven Cities in 1450 Protestant Reformation and its effects Conflict and cooperation in Japan, Mexico and Kongo Historiography case studies
2	1650 – 1789 <i>What was worth fighting for?</i>	<ul style="list-style-type: none"> Enlightenment and its limits, non-western enlightened figures Trans-Atlantic Slave Trade and Resistance, Haitian Revolutions Innovations and origins of industrialization Seven Years War and consequences of exploration and Colonization in Asia and North America, Royal Proclamation and effects on Indigenous people in Canada
3	1789 – 1900 <i>What re-shaped the world?</i>	<ul style="list-style-type: none"> French Revolution Ideologies as consequences of industrialization Imperialism and colonization (Congo, Imperialism in China – Opium War, Taiping Rebellion) Social movements and reform (women's rights)
4	1900 – present <i>Are we any better?</i>	<ul style="list-style-type: none"> International organizations (end of Apartheid in South Africa and Rwandan genocide) Consequences of industrialization and globalization (China and Russia, women's rights)

Learning Skills

Learning skills are reported separately from the course mark on the report card. It is important for students to practice 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** (fulfills 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 (may include follow-ups)	25%
Application (may include follow-ups)	25%
Communication (may include follow-ups)	25%

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

Course Culminating Activity - Essay	10%
Final Exam	20%

Communication:

- ▢ Please take advantage of extra help if you are having difficulty with the readings, 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 plan a specific question. Do not complain about your mark in general.
- ▢ Marks: Marks will be made available to students periodically. At the end of the course, most recent, most consistent achievement will be considered in T, A and C categories where relevant.
- ▢ Students and parents/guardians may phone or email. 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 - assignments will be submitted via Google Classroom.
- ▢ The teacher's blog can be found at gluskin.ca (please check it for assignment tips, etc.).

Summative Plan – CHY 4U – World History Since 1450

Item, selected HTC's * (historical thinking concept), and assignment descriptions	Achievement Categories	Due Date
Unit 1		
Seven Cities Quiz (*choice of HTC or use of primary source evidence)	K, C	Thurs. Feb. 9
PSD Test (use of primary source evidence with a focus on supporting a thesis related to conflict and/or cooperation)	K, T, A	Wed. March 1
Unit Culminating Activity: Global Gathering (* continuity & change and/or historical perspectives) – research-based profiles of interconnected people from the unit and in-role participation in a gathering	K, T, A, C	Fri. March 21
Unit 2		
Timeline with Attitude (* continuity & change) – events that show progress and decline from the perspective of a particular group of people	K, T, A, C	Mon. April 17
Unit 3		
French Revolution and Ideologies Test (* continuity & change, causes & consequences) – fill in the blanks, PSD analysis and political spectrum	K, T	Fri. April 28
Unit 4		
Feminism Comparison (*continuity & change) – identify similarities and differences between American and Chinese women's rights over time (in-class)	A, C	Fri. June 2
Course Culminating Activity		
CCA Essay - (*choice of HTC's) – essay on theme(s) interwoven in the course	K, T, A, C	Fri. June 16

Students and Parents and Guardians – 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. Plagiarism can occur online as well as in person.

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. Follow-ups are the most common type of homework in this course.

Assignments and Tests

Assignments must be completed on time. If you are away due to illness on a day on which an 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 as much as possible. 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.