
Redeemer Christian High School

Course Outline

World History: The West and The World

Grade 12

University Preparation

CHY4U

Semester 2, 2019-2020
Erika Gilhuis



Course Outline

CHY4U, World History 12, University Preparation

School: Redeemer Christian High School

District/School: Ontario Alliance of Christian Schools

Department: Social Sciences

Course Title: World History: The West and the World

Grade: 12

Course Type: University Preparation

Development Date: 2006

Ministry Course Code: CHY4U

Credit Value: 1.0

Ministry Policy Documents:

Canadian and World Studies, the Ontario Curriculum Grades 11 and 12. Toronto, ON: Ministry of Education, 2005.

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. Toronto, ON: Ministry of Education, 2010.

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

Number of Hours required for course completion: 110

Course Developers: Jerry Roukema, Gary vanArragon, Richard Vanderkloet, Rinke Vanderveen, 2002.

Redeemer Christian High School Revision by: Vincent Marquis, June 2009.

Brad Armishaw, January 2014; David Vance, February 2016; Erika Gilhuis, January 2020

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 the 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.

How This Course Supports Redeemer Christian High School School Graduate Expectations

As a Christian faith community, we acknowledge and affirm the uniqueness of each person and the diversity of cultures. The study of History is a powerful tool in learning to relate to our culture in a Biblically wise and reflective way. It also equips the student to be a knowledgeable and effective Christian citizen of Canada.

Redeemer Rationale

The study of history is critical to an understanding of human culture and modern society. History is fundamental to an understanding of all the social sciences and is an essential source of understanding of human nature and the place of humanity in God's created order.

In addition, knowledge and understanding of history enriches one's life to become more effective as a citizen, an employee, an employer, and a spouse and parent. History is a primary tool to learn the skills of analysis, interpretation, synthesis, and critical thinking. This course lays a foundation upon which many other disciplines can build and from which much further study can be launched.

Units: Titles and Time

Unit 1	From Medieval to Modern: the Renaissance, Reformation, and the Scientific Revolution, 1500-1648.	8-10 hours
Unit 2	The Enlightenment and Its Applications: the American, French, and Industrial Revolutions, 1648-1815.	19-20 hours
Unit 3	The Challenges to Rationalism: Nationalism, Liberalism, Romanticism, 1815-1848.	14-15 hours
Unit 4	Searching for Hope: Shaping Societies and Thought in New Directions, 1848-1914.	18-20 hours
Unit 5	Modernity Under Attack, 1914-1945.	16 hours
Unit 6	1945-Today	11-12 hours
	ISU	10-12 hours
	Final Evaluation (including in-class preparation)	5 hours
Total:		110 hours

Overall Expectations by Strand

Communities: Local, National, and Global

By the end of this course, students will:

- 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.

Change and Community

By the end of this course, students will:

- 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.

Citizenship and Heritage

By the end of this course, students will:

- 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.

Social, Economic, and Political Structures

By the end of this course, students will:

- 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.

Methods of Historical Inquiry

By the end of this course, students will:

- 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.

Instructional Strategies and Learning Activities

Instructional strategies may include:

- online quizzing
- online discussion threads
- oral presentation
- guest speakers
- question and answer
- viewing films, slides, etc.
- listening to music, reports
- reading
- memorizing
- research essay
- art work & sketches
- case studies
- map work
- lecture
- independent study
- games
- journaling
- creative writing
- field excursion
- internet research
- note taking and notebooks
- poster making
- applying the writing process
- developing and discussing a thesis
- expressing opinions
- following instructions
- giving oral presentations on specific topics
- responding to presentations
- extracting information from verbal cues and various media
- reading authentic texts
- researching from a variety of sources
- preparing presentation materials
- working individually, in pairs and in groups
- role playing/dramatization
- debate
- brainstorming

Assessment *for* learning

The teacher will obtain information about student learning while employing the instructional strategies above. This information will come from a variety of sources, will cover 4 types of achievement in a balanced way (Knowledge/Understanding, Thinking/Inquiry, Application, Communication), and will be used to inform students about their learning and to inform the teacher in planning lessons and activities. Students will receive information about their learning and ways forward to improve or build on strengths. This may come in the form of numbers, grades, oral or written commentary, rubrics, or conversations. The information gleaned from assessments will also be used to inform the planning of future assessments in order to further improve student learning.

Assessment *as* learning

Students will also reflect on their own learning by reading teacher feedback, receiving peer assessments, and doing self-assessments (exit cards, journals, conferences with teacher). These are intended to increase the student's awareness of their own learning, that they may improve in their ability to learn independently and to increasingly self-direct their learning process.

Assessment of learning

At, or towards, the end of a unit of study the teacher will make an assessment of the student's achievement the overall curriculum expectations through their achievement of certain specific expectations. This information will come from a combination of observations, conversations, and formal student products, such as those below:

Research projects (observation, conversation, student product)

Reading responses (student product)

Oral presentations (observation, conversation)

Portfolios (student product)

Tests

These assessments *of learning* will be done using various assessment tools that are based on the Achievement Chart in curriculum documents, such as:

Anecdotal comments (such as those during student reading seminars)

Rubrics (on most assessments of learning and parts of tests)

Marking schemes (on tests)

Rating scale, Checklists (in conjunction with rubrics)

Assessments *of learning* are used to provide students with information about their learning, as well as to assign values that are used to calculate a final grade for the course. The final grade, as reported, is calculated using evidence from the assessments *of learning* listed below and with the percentage weightings and categories below.

Evaluation breakdown

Evaluated Term Work (see below for breakdown): **70%**

Final Exam: 30%

Evaluation	Mark Value (%)	Category breakdown (%)			
		KU	TI	App	Comm
Major project - ISU (multiple components)	15	20	30	30	20
Student-led seminars	10	30	30	20	20
Reading Responses and Journals	10	25	40	20	15
Unit assignments (2)	10	20	35	25	20
Conversations	5	25	25	25	25
Tests (5)	20	30	30	20	15
Final exam	30	30	30	20	20
Total (approx.)	100	~30	~30	~20	~20

Some Considerations for Program Planning in Canadian and World Studies

Instructional Approaches:

To provide effective instructions, teachers need to consider what they want students to learn with regard to issues related to economics, geography, history, law, and politics; how they will know whether students have learned it; how they will design instruction to promote the learning; and how they will respond to students who are not making progress. The implementation of differentiated learning and effective lesson design that takes into account both past and present realities will be of utmost importance in these aims.

Planning Canadian and World Studies Programs for Students with Special Education Needs:

Classroom teachers are the key educators of students with special education needs. They must operate under the assumption that all students can succeed, and they must be willing to modify curriculum or accommodate special needs as the situation demands.

Program Considerations for English Language Learners:

All teachers share in the responsibility for the English-language development of students whose first language is not English. It will be important for teachers to recognize the importance of the orientation process and adapt their instructional program in order to facilitate the success of these students in their classrooms.

Environmental Education and Canadian and World Studies:

There are many opportunities to integrate environmental education into the teaching of modern history. Students will be encouraged to explore a range of environmental issues, such as the environmental impact of economic growth, the effects of consumerism upon the environment (especially within the context of colonialism), and various international political policies and social movements related to the environment.

Healthy Relationships and Canadian and World Studies:

Every student is entitled to learn in a safe, caring environment, free from violence and harassment, and this will be a major priority in the modern history course.

Equity and Inclusive Education in the Canadian and World Studies Program:

Planning for this course will take seriously a respect for diversity; inclusive educational approaches; and the identification of discriminatory biases, systematic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society.

Financial Literacy in Canadian and World Studies:

This course acknowledges that financial literacy can provide the preparation Ontario students need to make informed decisions and choices in a complex and fast-changing financial world. Discussions of economic policy will likely be helpful tools to this end.

Literacy, Mathematical Literacy, and Inquiry Skills in Canadian and World Studies

Many of the activities in the modern history course will be conducive to the development of literacy skills relating to oral, written, and visual communication as well as mathematical literacy (graphing, determining the chronology of events) and the development of critical-thinking skills, especially with regard to cause-effect relationships his history and historical inquiry in the research projects.

Critical Thinking and Critical Literacy in Canadian and World Studies:

Students use critical-thinking skills in history courses when they assess, analyze, and/or evaluate the impact of something and when they form an opinion about something and support that idea with a rationale. This will be a dominant feature in this course, especially as students form interpretations of historical sources in their research and through teacher-selected primary texts.

The Role of the School Library in the Canadian and World Studies Program:

The school library plays a key role in the development of information literacy and research skills. Teachers should collaborate with librarians to teach students how to research and use the valuable tools afforded by the library. The use of historical databases in particular is an important skill for students to master, and the library both offers these databases (and other sources) and can play a supportive role in teaching students how to use them.

The Role of Information and Communications Technology in the Canadian and World Studies Program:

The use of information and communications technology (ICT) can be incredibly useful in history courses with regard to extending and enriching teachers' instructional options, supporting students in their organization of research, and also in connecting students to other sources of learning in the global community. This course will take seriously all of these options for enhancing student learning.

The Ontario Skills Passport: Making Learning Relevant and Building Skills:

The Ontario Skills Passport (OSP) provides teachers with a framework of "essential skills" that can be taught in the history course that will be clearly and tangibly useful in the students' daily lives. Particularly relevant skills for history courses include the ability to read text, write coherently, use documents and computers, orally communicate findings, and think critically, all of which will be major foci within this history course.

Education and Career/Life Planning through the Canadian and World Studies Curriculum

This course will support students in education and career/life planning by providing them with learning opportunities, filtered through the lens of their identity formation and the connections between the skills and content of this course and the skills and knowledge they will need for their future career and life goals.

Planning Program Pathways and Programs Leading to a Specialist High Skills Major:

History courses are well suited for inclusion in Specialist High Skills Majors (SHSMs) or in programs designed to provide pathways to particular apprenticeship, college, university, or workplace destinations.

Health and Safety in the Canadian and World Studies Program:

Health and safety issues not usually associated with history courses may become important when planning field trips. The teacher will preview and plan these activities carefully to protect students' health and safety.

Ethics in the Canadian and World Studies Program:

The history curriculum provides varied opportunities for students to learn about ethical issues and to explore the role of ethics in both public and personal decision-making. A focus on the ethics surrounding the issue of plagiarism will be of particular importance.

Accommodations

The teacher will consult individual student IEPs for specific direction on accommodation for individuals. This will allow those with such needs to achieve the same overall expectations for the course with alternative instructional methods and environmental considerations.

Common accommodation strategies may include, but are not limited to:

- Vary time allowed for work.
- Highlight or summarize major points.
- Allow point form notes instead of sentences and paragraphs, where appropriate.
- Provide special materials and resources, e.g., exemplars, modeling, taped texts, etc.
- Provide alternative work space.
- Provide additional guidance or scheduling to assist in the com

Teaching Resources

Textbook

Christopher, James R. and Wittet, George G. **Modern Western Civilization**. Toronto, Oxford University Press, 1991.

Other Books

Dauer, Francis Watanabe. **Critical Thinking: An Introduction to Reasoning**. New York: Barnes & Noble Books, 1989.

Ferguson, Niall. **Civilization: The West and The Rest**. New York: Penguin, 2011.

Graeber, David. **Debt: The First 5000 Years**. New Jersey: Melville House, 2011.

Watson, Richard. **Cogito, Ergo Sum: The life of Rene Descartes**. Boston: David R. Godine, 2002.

Internet

Internet Modern History Sourcebook: www.fordham.edu/halsall/mod/modsbook.html

National History Day website: nhd.org

Many films, both documentary and commercial, can be used. There are also numerous recordings, musical, documentary, and narrative, available, and sources on the Web, such as *HistoryTeacher*.