



Waterdown District High School

Course Outline 2016-2017 CHY4U – World History since the Fifteenth Century



TEACHER: Mr. N. Tidridge **PREREQUISITE:** Canadian History (Grade 10) **HOURS:** 55 **CREDIT VALUE:** 1

DEPARTMENT HEAD: Mr. P. Maga **TEXTBOOK:** T.B.D.

GUIDELINE: The Ontario Curriculum – Canadian and World Studies: Grade 12 (2015)

The text will be provided free of charge. However, the student is responsible for returning the book in reasonable condition. The student will be charged for loss or damage.

OVERALL EXPECTATIONS:

The course has three strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other two strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated 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;

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;

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;

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;

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;

TEACHING STRATEGIES (include, but not limited to):

- Providing appropriate accommodation for students on IEP’s and for English Language Learners and for those who are First Nations, Metis or Inui;
- Utilizing Student Support and Student Alternative Support Programs;
- Contacting parents for support and assistance;
- Using diagnostic assessment and check-in points to monitor student progress;
- Providing differentiation of instruction and assessment to meet the needs of diverse learners;
- Providing ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved student learning;
- Creating lessons, and assessment and evaluations, that are carefully planned to relate to the curriculum expectations and learning goals, and as much as possible to the interests, learning styles and preferences of all students;
- Developing students’ self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

ASSESSMENT AND EVALUATION OF WORK:

Assessment and evaluation will be based on content standards (provincial curriculum expectations) and performance standards (as outlined in the Achievement Chart below). Teachers will ensure that the content of the curriculum is assessed and evaluated in a balanced manner with respect to the four categories of the chart (the balance of the categories will depend on the emphasis put on them in the curriculum expectations of the course).

Achievement Chart:

Category	Criteria	Evidence of achievement can be determined from a variety of sources:
Knowledge and Understanding	<ul style="list-style-type: none"> • Understanding of concepts • Knowledge of content 	
Application	<ul style="list-style-type: none"> • Applying concepts and procedures relating to familiar and unfamiliar settings 	
Communication	<ul style="list-style-type: none"> • Communicating reasoning orally, in written, and graphical formats • Using content specific language, symbols, visuals, and conventions 	
Thinking	<ul style="list-style-type: none"> • Reasoning; formulating questions; interpreting information and forming conclusions • Selecting strategies; resources, technology and tools • Reflecting on the reasonableness of results 	

- Quizzes
- Unit tests
- In-class assignments
- Class presentations
- Investigations
- Projects
- Open-ended questions
- Observations
- Conversations
- Portfolios
- Anecdotal records
- Etc.

MARK CALCULATION:

Interim: A report will be given to reflect how well the student is progressing with suggestions for improvement.

Term Work: 70% of the overall grade (from all term evaluations)

Final Evaluation(s): 30% (15% Culminating Assignment & 15% Final Examination): Every Student will write the final examination and/or culminating activity that is based on the overall expectations.

****Teachers will take various considerations into account before making a decision about the grade to enter on the report card. Determining a report card grade will involve teacher's professional judgement and interpretation of the evidence and should reflect the student's most consistent level of achievement with special considerations given to the more recent evidence.**