



The Bishop Strachan School
Department Name: Canadian, Business and World Studies

Course Title: World History: The West and the World

Grade Level: 12

Ministry Course Code: CHY4U

Teacher's Name: Liz Woolley

Developed by: Liz Woolley

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Developed from: The Ontario Curriculum Grades 11 & 12 Canadian and World Studies 2000

Text: Haberman, Arthur and Adrian Shubert. *The West and the World*. Toronto: Gage Learning Corporation, 2002

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

Credits: 1.0

Length: 110 hours

Course Description/Rationale

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 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.

Overall Curriculum Expectations

Communities: Local, National, and Global

1. analyse a variety of types of communities that have evolved since the sixteenth century;
2. assess various types of interactions that have occurred among diverse peoples and cultures, and the impact of these interactions, since the sixteenth century;
3. evaluate the factors that have led to conflict and war or to cooperation and peace between and within various communities from the sixteenth century to the present.

Change and Continuity

4. demonstrate an understanding of how the historical concept of change is used to analyse developments in the West and throughout the world since the sixteenth century;
5. demonstrate an understanding of how the historical concept of continuity is used to analyse developments in the West and throughout the world since the sixteenth century;
6. 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 sixteenth century.

Citizenship and Heritage

7. explain how key Western beliefs, philosophies, and ideologies have shaped the West and the rest of the world since the sixteenth century;
8. analyse how non-Western ideas and culture have influenced the course of world history since the sixteenth century;
9. analyse different forms of artistic expression and how they have reflected or challenged the societies in which they have appeared;
10. assess the range and diversity of concepts of citizenship and human rights that have developed since the sixteenth century.

Social, Economic, and Political Structures

11. describe diverse social structures and principles that have guided social organization in Western and non-Western societies since the sixteenth century;
12. analyse significant economic developments in the West and the rest of the world since the sixteenth century;
13. describe key developments and innovations in political organization in the West and the rest of the world since the sixteenth century;
14. analyse changing aspects of women's economic, social, and political lives in Western and non-Western societies since the sixteenth century.

Methods of Historical Inquiry and Communication

15. use methods of historical inquiry to locate, gather, evaluate, and organize research materials from a variety of sources;
16. interpret and analyse information gathered through research, employing concepts and

approaches appropriate to historical inquiry;
 17. communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

Instructional Hours Summary

Course Content Unit	Classroom Hours	Field Trip Hours	Exam Hours	Independent Study/Student Teacher Conference	Total
1. Foundations & Institutions Challenged 1350-1750	32			2	34
2. Enlightenment & Revolution	18			3	21
3. Century of Transitions 1815-1914	23			2	25
4. Century of Extremes 1914-1991	19.5			2	19.5
5. Culminating Activity 1914-1991	6		2.5		8.5
Total	98.5		2.5	9	110

Unit Descriptions

Unit 1 – Foundations & Institutions Challenged 1350-1715

The unit begins with a discussion of historiography. The students are introduced to the ideas of bias, fact, interpretation, historical interpretation and revisionist history. These ideas form the framework of how the material will be analyzed throughout the year. The course begins with the transitions in society fashioned by the Renaissance, the Reformation, and Counter-Reformation. Students investigate the waning of the Medieval world and the rise of nation-states, the Age of Exploration and the consequences of opening trade routes from Europe to India, Africa, and the Americas, and the legacy of Columbus. Students examine the role of religion as a force in the spiritual and intellectual development. Students study the effects of the scientific revolutions in Europe, the religious wars, and individuals such as Descartes, Copernicus, and especially Galileo. Lastly, students study the French hegemony under Louis XIV as an example of the political and military development in Europe.

Unit 2 – Enlightenment and Revolution 1715-1815

In this unit the students explore the origins, impact and some immediate consequences of the revolution in ideas known as the Enlightenment. Enlightenment thinkers believed that new knowledge and information would result in changes to the political, social, economic, and intellectual realities of European society and the world beyond. However, technological advances and artistic expression as well as other world events spurred on the demands of the people of Europe. New thinking about the state ranged from the acceptance of the authoritarian, dynastic state in France to the attempt to implement ideas about rights and revolution. The transformation (initiated by the French Revolution of 1789) from a hierarchical, aristocratic culture and a society to a civilization concerned with classes, masses and rights will be examined.

Unit 3 – Century of Transitions 1815-1914

The unit begins with an analysis of the decisions made at the Congress of Vienna and how they would affect Europe over the next 100 years. The nineteenth century was a period marked by a keen awareness of change, a sense that the world was altering rapidly and a feeling that these transformations had to be understood in new ways. This unit addresses many historical trends and events which include the cause and effect relationship between technological innovations, economic theory, and the foundations of the Industrial Revolution, and the social, economic, and political impact of both the First Industrial Revolution and the Second Industrial Revolution. Also addressed are political movements such as the Revolutions of 1830 and 1848, the Paris Commune in 1871, and the impact of the political ideas of Karl Marx, Robert Owen and V.I. Lenin. The rise of the nation-state and the unification of Italy and Germany are explored. Romanticism, liberalism and nationalism will be studied as ideological responses to these feelings of change.

Unit 4 – Century of Extremes 1914-1991

In this unit the students explore the watershed between the nineteenth and twentieth centuries, a period in which “traditional verities” were beginning to be questioned in exploratory ways. A century where: optimism turned to despair, skepticism was heightened by conflicts, democracy was challenged by communist and fascist states and a shift in the balance of power took place. The 20th Century was a century of extremes. Communism, fascism, and democracy were tested worldwide. Precipitated by the West, two World Wars were fought for global domination. As Europe worked to rebuild after two devastating wars, the United States and Russia quickly began an ideological war that lasted decades and led to civil wars throughout the globe. With the crumbling of communism in the former Soviet Union, the United States of America entered the new millennium as the single global superpower.

Unit 5 – Culminating Activity

An essay is written to explain and analyze the material studied in the course throughout the year.

Teaching/Learning Strategies

<input checked="" type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Brainstorming
<input checked="" type="checkbox"/> Demonstration	<input checked="" type="checkbox"/> Group work
<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Debate
<input checked="" type="checkbox"/> Structured discussion	<input checked="" type="checkbox"/> Document based essay
<input checked="" type="checkbox"/> Practical exercise	<input checked="" type="checkbox"/> Seminar
<input checked="" type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Research project
<input checked="" type="checkbox"/> Case study	<input checked="" type="checkbox"/> Research essay
<input checked="" type="checkbox"/> Role play	<input checked="" type="checkbox"/> Teacher analysis
<input checked="" type="checkbox"/> Conference	<input checked="" type="checkbox"/> Self analysis
<input checked="" type="checkbox"/> Interview	<input checked="" type="checkbox"/> Peer analysis
<input checked="" type="checkbox"/> Round table discussion	<input checked="" type="checkbox"/> Tutor analysis
<input checked="" type="checkbox"/> Preparation for AP exam	

Assessment/Evaluation Strategies

Paper and Pencil	Performance Methods	Personal Communication	Other
Tests	Role Playing	Interviews	Teacher anecdotal records
Document Based Assignments	Round Table Debate	Conferences	Teacher log
Examination	Presentations	Classroom discussion	Checklists
Fact Sheets	Essay	Seminars	Rubrics
Map Quiz			
		Self evaluation	
		Peer evaluation	

Assessment/Evaluation

Seventy per cent (70%) of the final grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' *most consistent level of achievement* throughout this course, although special consideration should be given to the more recent evidence of achievement.

Thirty per cent (30%) of the final grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories (see below), and that achievement of particular expectations is considered within the appropriate categories. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are:

- Knowledge and Understanding (20-30%)
- Thinking (20-30%)

- Communication (20-30%)
- Application (20-30%)

Type of Assessment	Unit Title/Length	Overall Expectations (see pg 2)	Assessment & Evaluation Strategies
70%	1. Foundations & Institutions Challenged 1350-1715 34 hours	1-2, 4, 6, 7-9 12-13,15-17	Test #1
			Document Assignment
	2. Enlightenment & Revolution 1715-1815 21 hours	2-9, 10, 11, 13-17	Small Paper
			Test # 2
	3. Century of Transitions 1815-1914 25 hours	1-3, 4-17	Salon Oral Assignment
			Debate
	4. Century of Extremes 1914-1991 19.5 hours	1-3, 4-8, 10-17	Test # 3
			Seminar
30%	Culminating Activity 8.5 hours		Oral Presentation
			Paper & Exam

Course Resources

Text:

Haberman, Arthur and Adrian Shubert. *The West and the World*. Toronto: Gage Learning Corporation, 2002

Additional Resources:

[Http://www.learner.org/exhibits/renaissance/](http://www.learner.org/exhibits/renaissance/)

[Http://www.tudorhistory.org/wives/](http://www.tudorhistory.org/wives/)

[Http://www.gallery.euroweb.hu/index1.html](http://www.gallery.euroweb.hu/index1.html)

Excerpts from VHS A & E *People of the Millennium Volume #1*

Campbell, Miles W., Niles Holt and William Walker. *The Best Test Preparation for the Advanced Placement Examination European History*

VHS The Eighteenth Century Woman

VHS *Industrial Revolution*

A & E VHS *Napoleon*

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

Hacker, Diana. (n.d.). Research and Documentation Online. Retrieved September 1, 2009, from <http://www.dianahacker.com/resdoc/>

Hause, Steven & William Maltby. *Western Civilization, A History of European Society*. Toronto: Nelson Canada, 1999.

Kagan, Donald, Steven Ozment and Frank M. Turner. *The Western Heritage. 4th ed.* Toronto: Collier Macmillan Canada, 1991.

McKay, John P, Bennett D. Hill and John Buckler. *A History of Western Society. 5th ed.* Toronto: Houghton Mifflin Co., 1995.

Perry, Marvin. *Western Civilization: Ideas, Politics & Society*

Perry, Marvin, Joseph R. Peden and Theodore H. Von Laue. *Sources of Western Tradition 3rd ed.* Toronto: Houghton Mifflin Co., 1995.

Eder, James M. *Barron's How to Prepare for the AP European History Advanced Placement Examination.*

Haberman, Arthur and Adrian Shubert. *The West and the World. Selected Readings*. Toronto: Gage Learning Corporation, 2004

CDs: Beethoven, Schubert, Chopin, Schumann, Liszt - from the Music Department

Selected Paintings: Watteau, Fragonard, David, Goya, Gericault, Delacroix, Constable, W. Turner, Millet, Courbet, Daumier

Poetry: "Daffodils", Wordsworth and "Milton", William Blake

Stovel, Jack. *Teacher's Guide AP European History*

Achievement Chart – Canadian and World Studies, Grades 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
The student:				
Knowledge of content (e.g., facts, terms, definitions)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, theories, procedures, processes, methodologies, and/or technologies)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
Thinking <i>The use of critical and creative thinking skills and/or processes</i>				
The student:				
Use of planning skills (e.g., focusing research, gathering information, organizing an inquiry, asking questions, setting goals)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, generating, integrating, synthesizing, evaluating, detecting point of view and bias)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., inquiry process, problem-solving process, decision-making process, research process)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
Communication <i>The conveying of meaning through various forms</i>				
The student:				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication (cont.)				
The student:				
Communication for different audiences (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, visual, and written forms	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., conventions of form, map conventions), vocabulary, and terminology of the discipline in oral, visual, and written forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application <i>The use of knowledge and skills to make connections within and between various contexts</i>				
The student:				
Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., past, present, and future; environmental; social; cultural; spatial; personal; multidisciplinary)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness