



CHY4U - World History Since the Fifteenth Century, Grade 12, University Preparation

Credit Value: 1.0

Prerequisite: Any Grade 11 University or University/College Preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.

Department: Social Sciences & Humanities	Teacher: M. Marasovic
Course Description:	This course examines the major trends in Western Civilization and world history from the sixteenth century to present. Students will learn about the interaction of 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.

Unit Title	Unit Name	Time Allocation
1	Unit 1 - Renaissance & Colonialism Description: This unit explores the Renaissance as a period of intellectual, artistic, and cultural transformation in Europe, and examines its impact on global exploration and expansion. Students will investigate the consequences of colonialism for Indigenous peoples and empires worldwide, while also analyzing the growth of global trade networks. The focus is on examining both the achievements of the Renaissance and the legacies of imperial expansion. Summative Evaluation: <i>World Powers Essay & Peasant Rebellion Journal</i>	32 hours
2	Unit 2 - Enlightenment & Empire Description: <i>Students examine the Enlightenment as an age of reason, progress, and political thought, with particular attention to how new ideas challenged authority and reshaped society. The unit emphasizes connections between Enlightenment philosophy and the American, French, and Haitian revolutions. Students also analyze the expansion of European empires and resistance movements across the globe.</i> Summative Evaluation: <i>Primary Source Presentation & American Rebellion Journal</i>	24 hours
Midterm		
3	Unit 3 - Industrialization & Revolution Description: This unit explores the profound changes brought about by industrialization, including economic growth, urbanization, social upheaval, and class conflict. Students will investigate revolutions in Europe and beyond, including their causes, impacts, and legacies. The focus is on analyzing industrialization as both a force of progress and a catalyst for inequality and reform. Summative Evaluation: <i>French Revolution Essay & Industrialization Journal</i>	22 hours
4	Unit 4 - The Modern World Description: Students study the political, social, and cultural transformations of the 20th and 21st centuries. Topics include totalitarianism, the World Wars,	22 hours

	decolonization, the Cold War, civil rights movements, and globalization. Students will also explore the use of propaganda, shifting ideologies, and the struggle for equity and justice in contemporary history. <i>Summative Evaluation: Propaganda Analysis & Civil Rights Journal</i>	
CPT	Culminating Performance Task	10 hours
Total Hours		110 hours

Assessment & Evaluation:

Category Weightings	Weight	Final Summative Assessments	Grade Distribution
Knowledge	25%	Term Work	70%
Thinking	25%	CPT	30%
Application	25%		
Communication	25%		

Overall Curriculum Expectations:

Curriculum Policy Document: https://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf	
A. HISTORICAL INQUIRY AND SKILL DEVELOPMENT	
A1.	Writing, Writers, and the Writing Life: demonstrate an understanding of writing as an art, a craft, and a career as they explore the work of a variety of Canadian and international writers.
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	
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	
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	
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	
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

Focus on Learning Skills:

Responsibility	Organization	Independent Work	Collaboration	Initiative	Self Regulation
-Demonstrates accountability for their own learning and actions.	-Establishes and maintains an organized system for materials and information.	-Works productively and efficiently without constant supervision.	-Actively participates in group discussions and contributes ideas.	-Takes proactive steps to enhance their learning and personal growth.	-Follows instructions and guidelines effectively.
-Follows through on commitments and deadlines.	-Manages time effectively to meet deadlines and goals.	-Demonstrates self-motivation and takes initiative in completing tasks.	-Demonstrates effective communication and listening skills through tasks.	-Seeks opportunities to go beyond requirements and explore new ideas.	-Manages time wisely and prioritizes tasks accordingly.
-Takes ownership of their learning and seeks help when needed.	-Demonstrates attention to detail.	-Shows resourcefulness in seeking solutions and finding information independently.	-Respects the opinions and perspectives of others, and works towards common goals.	-Shows a willingness to take risks and embrace challenges.	-Demonstrates consistency and commitment in completing tasks.

Course Information

Instructional Approaches

- **Video Lessons with Embedded Questions:** Encourage engagement with historical content while prompting critical thinking.
- **Scaffolded Assignments:** Break down complex tasks such as analyzing primary sources into manageable steps.
- **Interactive Tools:** Timelines, digital maps, and virtual archives to explore global developments.
- **Self-Reflection and Goal Setting:** Reflection logs after unit tests encourage metacognition.
- **Discussion Forums:** Students debate historical interpretations (e.g., causes of revolution, consequences of imperialism).
- **Differentiated Instruction:** Choice of presentation formats (essay, digital exhibit, podcast).
- **Pre-Recorded Model Solutions:** Sample document analyses for guiding interpretation of primary sources.
- **Regular Feedback and Conferencing:** Descriptive feedback and optional one-on-one virtual conferences.

Assessment & Evaluation:

At Ontario Education Online our focus is to enhance student learning through the use of the [Ontario Secondary School Curriculum](#) and in accordance with the [Growing Success document](#). As students work through the course material, they will be assessed on assessment *for*, *of* and *as* learning.

Assessment for learning will assist student learning for formative purposes. Examples of this include: Self-assessments, peer assessments, formative assessments (used in our video lessons), teacher observations in the online tasks, descriptive feedback from our teachers, rubrics and goal setting.

Assessment as learning helps students to develop their metacognitive skills by encouraging them to reflect on their own learning and progress. Examples of this include: Self-reflections, discussion forums, video practice questions, rubrics, checklists, and conferencing.

Assessment of Learning is used to confirm that students have achieved curriculum outcomes and contribute directly to the students overall grade. Examples of this include: Quizzes, tests, essays, interactive projects, digital presentations and portfolios.

	Assessment For	Assessment As	Assessment Of
Amount	50	50	11
Examples	● Embedded video questions, ● Quizzes, ● Feedback on drafts	● Self-reflections, ● Peer reviews, ● Discussion forums	● Essays, ● Journals, ● Unit Tests, ● Presentations

Course evaluations are divided into two sections:

- Term (70% of overall grade)
- Culminating Performance Task (CPT) (30% of overall grade).

Class Requirements:

All required and supplemental reading are provided in the Google Classroom; no textbooks are required.

Online Classroom Behaviour/ Ethics

Respectful Communication: It is expected that students use respectful and appropriate language when interacting with teachers, administration and classmates. This includes refraining from using offensive, discriminatory, or disrespectful comments or engaging in such behavior. Active listening is encouraged, and students are urged to consider different perspectives before responding to foster constructive and inclusive discussions.

Professional Conduct: Students are required to dress appropriately and maintain a suitable learning environment during video tasks. This means dressing in a manner that reflects professionalism and creating a workspace free from distractions. Students are expected to be attentive and minimize any potential disruptions to maximize their engagement in the learning process. Demonstrating professionalism and courtesy in all online interactions, including with teachers and classmates, is crucial for fostering a respectful and collaborative academic community.

Attendance: Regular attendance is crucial for academic success. Students must participate consistently in their online courses to fully benefit from the learning experience. Attendance records will be maintained by the Principal and teachers, expecting students to log in regularly (at least one lesson completed per week). There is no fixed calendar due to the continuous entry and exit model, but all courses must meet the 110-hour requirement, taking approximately four months to complete. Students may complete the course in as little as 4 weeks, and have a limit of 365 days. Attendance will be measured through assignment completion, video engagement, and class participation. Failure to complete a course within 12 months will result in automatic removal unless an extension is arranged. Parents/guardians should ensure regular attendance.

Cheating & Plagiarism: Plagiarism and cheating are serious offenses in our academic environment. Plagiarism involves using someone else's ideas or work without proper acknowledgment, submitting purchased or computerized material as one's own, or submitting the same work in multiple courses without permission. Cheating includes having others prepare or copy assignments. While AI can be used for generating ideas, submitting AI-generated work as one's own is not permitted and will constitute as plagiarism. Students must respect intellectual property and submit their own work. Acts of academic dishonesty will result in consequences, such as a 0% mark, suspension, or expulsion for repeated offenses. It is crucial to remain vigilant to prevent inappropriate use and maintain academic integrity.

Considerations for Program Planning

Instructional Approaches

This course has been meticulously designed to ensure the success of all students as language learners. Quality instruction is pivotal in achieving this goal, and our teachers employ effective approaches, including respecting students' strengths, differentiating instruction, and providing opportunities for practice and application. This involves using assessment information to clarify learning purposes, and encouraging students to articulate their thinking processes.

Accommodations for Students with an IEP In an Online School:

Accommodations for this course will be determined through meetings with parents, teachers, administration; as well as, use of external educational assessments. Three types of accommodations may be provided: instructional, environmental, and assessment accommodations. Additional examples of

accommodations and aids for this course include providing step-by-step instructions, helping students create organizers, permitting options for reading and writing tasks, providing advance reading materials, and offering enrichment opportunities.

Planning for English Language Learners

Acknowledging the linguistic diversity in Ontario schools, our teachers recognize the significance of orientation for English Language Learners (ELLs). They actively encourage the use of first languages at home, supporting the development of both oral fluency and literacy in English. Program adaptations and assessment accommodations are implemented, and there is a strong emphasis on fostering intercultural communication and respect for diverse backgrounds.

Antidiscrimination Education

At Ontario Education Online we prioritizes creating a safe, inclusive environment. This is achieved by promoting fairness, healthy relationships, and active citizenship. The curriculum reflects diversity in learning materials, encourages critical thinking on issues of discrimination, bullying, and violence, and utilizes literature and media to explore societal perspectives and challenges.

The Role of Technology

Information and communications technologies (ICT) play a crucial role in the curriculum at Ontario Education Online. They are integrated to enrich instructional strategies, support language learning, encourage responsible internet use, and connect students to global communities and resources. This incorporation of technology facilitates diverse approaches to learning, catering to individual student needs within the online learning environment. It's important to note that while accommodations are limited due to the asynchronous nature of the school, efforts are made to ensure a supportive online learning experience.

Course Development Date: April 2025

Course Reviser: M. Marasovic

Course Revision Date: August 20, 2025