



## 20<sup>th</sup> Century World History 12 Course Outline

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### COURSE DESCRIPTION:

A central purpose of 20<sup>th</sup> Century World History 12 is to engage students in applying the methods of historical inquiry to the study of the forces that have shaped the 20th century. Students will be required to use historical evidence and fact to construct arguments and make informed, reasoned judgements. They will develop an understanding of historical perspective, meaning they will take into consideration the social, cultural, intellectual, and emotional settings that shaped people's lives and actions in the past. This entails that students understand the vast differences between our lives in the present and those in the past.

While 20<sup>th</sup> Century World History 12 can be described broadly as a history of world affairs in the 20th century, it concentrates on the years between 1914 and 1991, with an emphasis on the West and its relation to global affairs. In order to expand students' historical awareness of affairs in the 20th century, the curriculum also incorporates a global perspective where appropriate. By examining the choices and decisions of the 20<sup>th</sup> century, students can evaluate current events and challenges with a deeper awareness of alternatives. 20<sup>th</sup> Century World History 12 is designed to provide students with a range of experiences and opportunities to develop skills that will prepare them for further study in history and related disciplines.

20<sup>th</sup> Century World History is designed for students who are interested in international affairs, both past and present. Students will explore global conflicts and developments, including WW I, the Russian Revolution, the rise of Mussolini, the US in the 1920s, Palestine & the Indian subcontinent, the Great Depression, Hitler's rise to power, WW II, and the Cold War. Students will develop an understanding of how these events led to profound changes in personal and national identities, as well as new economic and political systems that have shaped the world within which we live. This is a project-based course and students will be encouraged to pursue their own areas of interest (passion projects) in order to better understand how history has influenced and continues to impact our contemporary world. There will be a focus on critical thinking and class discussion. 20<sup>th</sup> Century World History 12 is a course that is ideal for students who have a passion for history and wish to learn about countries other than Canada. It is a course designed to prepare students for post-secondary education. The big ideas of the course as developed by the BC Ministry of Education are outlined as follows:

### 20<sup>TH</sup> CENTURY WORLD HISTORY 12 BIG IDEAS:

Nationalist movements can unite people in common causes or lead to intense conflict between groups.

The rapid development and proliferation of communication and transportation technologies in the 20<sup>th</sup> century led to profound changes in personal and national identities.

The breakdown of long-standing imperialist structures created new economic and political systems.



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### UNITS OF STUDY:

- The World Stage in 1900
- Conflict and Challenge: 1914-1918
- Promise and Collapse: 1919-1933
- Turmoil and Tragedy: 1933-1945
- Transformation and Tension: 1945-1963
- Progress and Uncertainty: 1963-Present

### ASSESSMENT & EVALUATION:

Students will be assessed in a variety of ways for this course. Assessment will include writing assignments, projects, presentations, tests, and class discussions. In order to be successful, students must: attend regularly; arrive on time; be engaged in lessons, class discussion and activities; keep up with their assignments; and review regularly. Students are encouraged to seek learning support with writing, study skills, and test preparation during the Flex Time period, Mon.-Fri. @ 8:30-9:10; room #187. All assessment will be based upon the course curricular competencies outlined below.

### CURRICULAR COMPETENCIES

*Students are expected to be able to do the following:*

- Use historical inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Assess the significance of people, locations, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group
- Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence
- Compare and contrast continuities and changes for different groups at particular times and places Assess how underlying conditions and the actions of individuals or groups affect events, decisions, and developments, and analyze multiple consequences
- Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs
- Make reasoned ethical judgments about controversial actions in the past or present, and assess whether we have a responsibility to respond