



École Windsor Secondary School

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Mission Statement "Learning for Success"

At École Windsor Secondary School we strive to provide a secure and supportive environment for a diverse community of individuals who actively pursue lifelong acquisition of knowledge, skills, and attitudes which equip each of us for a meaningful and productive future.

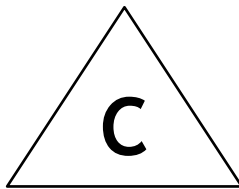
History 12: 20th Century World History Course Outline 2024/25

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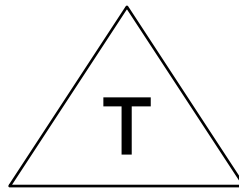
Core Competencies

Core competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning.

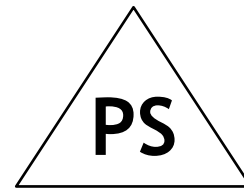
Further detail of the core competencies can be found at <https://curriculum.gov.bc.ca/competencies>



Communication



Thinking



Personal & Social

Big Ideas

The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the "Understand" component of the Know-Do-Understand model of learning.

The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.

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

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

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

Curricular Connections

Know

Students are expected to know the following (with examples):



- the rise and rule of authoritarian regimes
 - Soviet Union from Lenin to Gorbachev
 - Germany and Hitler
 - Italy and Mussolini
 - China and Mao
- civil wars, independence movements, and revolution
 - Soviet Union, 1917-21
 - China, 1945-49
 - decolonization
 - Vietnam, 1945-75
- human rights movements
 - U.S. civil rights movement
- religious, ethnic, and/or cultural conflicts, including genocide
 - the Holocaust
 - Cambodia
 - separatist movements
- global conflicts, including WW I, WW II, and the Cold War
 - evolution of military technology
 - arms race
 - militarism
- migrations, movements, and territorial boundaries
 - post-WW I Middle East
- interdependence and international co-operation
 - UN peacekeeping
 - changing role of women
 - globalization
- communication and transportation technologies
 - propaganda
 - media
 - role of television and radio

Do

Students are expected to be able to do the following:



- use social studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group
- assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data
- 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 influence events, decisions, or developments, and analyze multiple consequences
- explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs
- make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond

Understand



20th Century World History

Student Learning Activities and Strategies

Students may engage in the following learning activities and strategies:

- formally written paragraphs, letters, and multi-paragraph compositions
- research projects, charts, graphs, and timelines
- examination and interpretation of primary and secondary print and non-print resources
- cooperative group work and peer teaching
- note-taking, including graphic organizers

Assessment

Assessment of student learning will include some or all of the following strategies:

- chapter tests and quizzes
- day-to-day lesson assignments
- extension assignments, including research and reporting
- oral discussion and presentations
- a well-organized and comprehensive course notebook

Course Syllabus

Chapter 1: Setting the Stage: Overview of the Nineteenth Century

- Empires Structure the Globe
- New Imperialism
- The Direct Effects of Industrialization
- Ideological Revolutions against Conservatism
- The World in 1900

Chapter 2: The Great War: 1914-1918

- Changes in Europe
- Surprises and Stalemate
- Revolutions Restructure Russia
- The United States Enters, and the Great War Ends

Chapter 3: The Interwar Years

- The Treaty of Versailles
- Imperial Demise and Restructuring
- The Great Depression
- Technological Advancement

Chapter 4: Political Ideologies and the Interwar Years

- Democracy
- Authoritarian and Military Regimes
- Communism
- Fascism
- The Rise of Nazi Germany

Chapter 5: World War II

- The War Begins in Europe: 1939-1941
- Opening the Eastern Front: 1941-1942
- War in the Pacific: 1941-1943
- The North African Theatre
- Germany on the Defensive: 1943-1945
- The Final Phase in the Pacific: 1944-1945
- The Human Cost of the War

Chapter 6: Conflict and Convergence: 1945-1950

- Worldwide Conflict
- Western Europe and the Front Line
- Regional Conflicts

Chapter 7: The Cold War Begins

- U.S. Occupation of Japan
- The “Other” Communism: Mao’s People’s Republic of China
- Conflict in Korea
- The Arms Race
- Battle by Proxy

Chapter 8: Khrushchev’s Cold War

- Changes in the USSR
- Peaceful Coexistence
- Changes in the Satellite Bloc
- The Soviet Sphere of Influence Reaches the Western Hemisphere

Chapter 9: The Problems of Decolonization

- The Forces behind Decolonization
- Africa
- Southeast Asia
- The Non-Aligned Movement

Chapter 10: The Cold War Cools: 1965-1979

- The Brezhnev Era
- Changes in the West
- A Shift in Cold War Thinking

Chapter 11: Conflict in the Middle East

- Arab—Israeli Relations
- Iraq and Iran
- Soviet Invasion of Afghanistan

Chapter 12: The Cold War Ends

- Reagan and Gorbachev
- The Iron Curtain Unravels
- Revolution Reaches the USSR
- The Soviet Empire Crumbles

Chapter 13: Restructuring Relationships

- Restructuring Global Politics and Economics
- Restructuring the Nation-State
- Backlash

Chapter 14: The Legacy of the Twentieth Century

- The Forces of Integration
- The Forces of Disintegration
- Competing Perspectives on the Twenty-First Century

Evaluation

Coursework including chapter tests, quizzes, homework, assignments, and a final exam (if applicable) will comprise 100% of students' grades.

Reporting

In addition to the formal interim and term reports, parents are encouraged to follow their student's progress through MS Teams. Students can provide their parents with the necessary username and password to access MS Teams.

Required Materials

- HB pencils and an eraser
- blue/black ball-point pens
- 1.5" three-ring binder (exclusively for this course)
- binder section dividers

Classroom Conventions

Please pay close attention to the following guidelines:

- As per the British Columbia Ministry of Education's policy, do not use portable listening devices, mobile phones, and other activated communications devices in class, **unless permitted by your teacher.**
- Do not consume food or drink (except for water) in class.
- Remove hats and hoods while in class.
- Manage washroom use outside of class time.
- Arrive at class on time (at your desk and ready to learn before the second bell rings). If late, knock once and quietly wait to be admitted.
- Each student is responsible for any assigned textbooks and will be charged accordingly for lost or damaged books.

Policies and Procedures

- All assignments must be satisfactorily completed and submitted to achieve a passing grade in this course. Any incomplete or unsatisfactory course work must be improved and resubmitted. Deductions may be applied to resubmitted and/or late course work.
- Students are expected to correct and resubmit any unsuccessful quizzes for passing credit and make arrangements to rewrite any unsuccessful tests for passing credit.
- Missing classes for any reason will have an impact on learning, assessment, and evaluation.
- Students absent from class, whether excused or unexcused, are solely responsible for obtaining and completing any missed assignments, work, or homework. The school and teaching staff are not required to make special arrangements for unexcused absences. **Family vacations do not qualify as excused absences.**
- Repeated unexcused absence and/or tardiness will result in consequences from the classroom teacher and from the grade administrator.
- See the Windsor Secondary Student Agenda Book for the full attendance policy.
- This course outline must remain in the “reference” section of the student’s binder for the duration of this course.
- Parents/guardians, please sign this course outline and have your son/daughter submit a photo of the signed form to the school portal.

Student Name: _____ Date: _____

Parent Name: _____ Signature: _____