



Course: 20th Century World History

Course Description:

Welcome to 20th Century World History 12. This course will enable students to understand the development of the major global events in the period 1900-1991, and to develop their historical skills. The course will follow the core competencies, big ideas, curricular competencies, and content for 20th Century World History 12 prescribed by the BC Ministry of Education and Child Care.

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, phenomena, ideas, or developments (significance)
- Assess the credibility and justifiability of evidence, data, and interpretations (evidence)
- Compare and contrast continuities and changes, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas, or developments (continuity and change)
- Assess the short- and long-term causes and expected and unexpected consequences of people's actions, events, phenomena, ideas, or developments (cause and consequence)
- Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective)
- Make reasoned ethical judgments about people, places, events, phenomena, ideas, or developments and determine appropriate ways to respond (ethical judgment)

Big Ideas:

- Nationalist movements can unite people in common causes or lead to intense conflict between different groups.
- The rapid development and proliferation of technology in the 20th century led to profound social, economic, and political changes.
- The breakdown of long-standing empires created new economic and political systems

Content

Students are expected to know the following:

- authoritarian regimes
- civil wars, independence movements, and revolutions
- human rights movements, including indigenous peoples movements
- religious, ethnic, and/or cultural conflicts, including genocide
- global conflicts, including World War I, World War II, and the Cold War
- migrations, movements, and territorial boundaries
- interdependence and international co-operation
- social and cultural developments
- communication and transportation technologies



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, places, events, or developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)
- Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)
- Compare and contrast continuities and changes for different groups at the same time period (continuity and change)
- Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments (cause and consequence)
- Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)
- Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)
- Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgment)

Core Competencies:

Communication

- Listen, connect, and engage with others through conversation, sharing my ideas, and being respectful of other's ideas
- Understand, interpret, and present information to different audiences
- Collaborate with others and contribute to a group by taking on a role or responsibility
- Explain and retell an event and identify what I learned from it through reflection

Thinking

Creative

- Generate new ideas inspired by connecting with others' ideas
- Create new ideas by my interests or my environment

Critical

- Analyze and evaluate facts, information, ideas and solutions and draw conclusions
- Explore questions or challenges related to key issues or needs in my studies, my life or the media
- Create, develop, and refine a plan in response to my questions or challenges



Personal & Social

- Understand that my identity is made up of many interconnected aspects (life experiences, family, community, cultural contexts)
- Describe my values and how they affect personal choices
- Identify my individual characteristics including strengths and areas I need to focus on
- Positively contribute to my classroom, my community, and/or a larger environment

Resources including the following but not limited to:

Roberts, J. M. *The Penguin History of the Twentieth Century: The History of the World, 1901 to the Present* (New York: Penguin, 2004) and other relevant reading provided by your teacher.

Assessment:

Formative (30%)

Assignments

Tests

Group Work

Summative: (70%)

Exams (Midterm and Final)

Projects/essay

Presentations

With respects to the First People's Principles of Learning, students may be alternatively assessed in ways that people can display knowledge and subject mastery. The alternative assessment can be storytelling, art or other expressions of self, knowing and learning.

First Peoples Principles of Learning:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Expectations: Attendance is mandatory. Students are expected to use their electronics responsibly, speak English, and participate in daily activities. Students will take an active role by discussing, doing work, working in partners or groups, and taking notes. Students are responsible for any missed assignments.

****Late assignments may be penalized.**



Week	Unit
1-4	Unit 1: The World to 1919 -The age of European imperialism on the eve of World War I - The causes and consequences of the First World War -Paris Peace Conference in 1919 Unit 1 Test
5--7	<u>Unit 2: The Interwar Period and the outbreak of World War II (1919-1939)</u> - Postwar difficulties - The “roaring 20s” -Great Depression - The rise of authoritarian regimes: Totalitarianism in Nazi Germany - The appeasement policy - The invasion of Poland and the outbreak of WWII in 1939 -Unit 2 Test
8-10	<u>Unit 3: The End of World War II and the Cold War in 1945</u> - The consequences of World War II -The Holocaust - The nuclear age and the origins of the Cold War - The Chinese Civil War, 1945-1949 - Decolonization and the independent movements Unit 3 Test



11-12	<u>Unit 4: Postwar International Cooperation and European Integration after 1945</u> - The establishment of the United Nations - The Brentton Woods system and new international economic order -The development of the European Union -Unit 4 Test
13-14	Unit 5: Revolution and Transformation in Communist China (1949-1978) - Modernization efforts in Communist China under Mao Zedong (1949-1976) - The Policy of Reform and Opening-up under Deng Xiaoping (1978-1997)
	Final Exam