Course Plan: SS12 World History
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COURSE DESCRIPTION:

SS12 World History is designed to empower students by providing them with strong communication skills, an understanding historical inquiry processes and skills t, and the capacity to engage fully as literate and responsible citizens in a digital age. Students are guided in learning to think critically, creatively, and reflectively; to construct a sense of personal and cultural identity; and to be respectful of a range of perspectives and worldviews. For the complete Ministry curriculum document for **SS12 World History** please go to
https://curriculum.gov.bc.ca/curriculum/social-studies/12/20th-century-world-history

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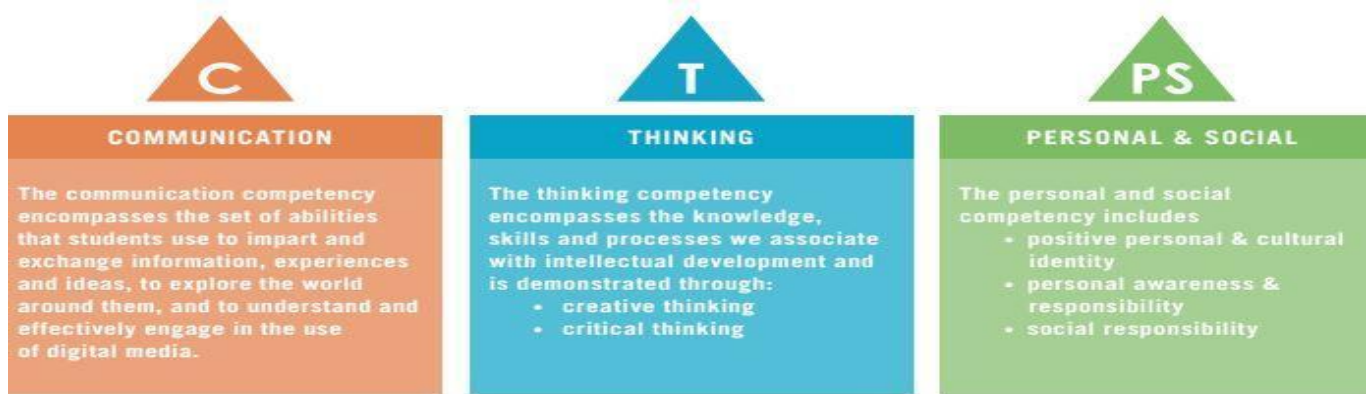
Nationalist movements can unite people in common causes or lead to intense conflict between different groups.	The rapid development and proliferation of technology in the 20th century led to profound social, economic, and political changes.	The breakdown of long-standing empires created new economic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

CORE COMPETENCIES:

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life. There are 3 core competencies: Communication (Communicating & Collaborating), Thinking (Critical Thinking, Creative and Reflective Thinking), Personal (Personal Awareness and Responsibility, Social Awareness and Responsibility and Positive Personal and Cultural Identity).

COMMUNICATION	THINKING	PERSONAL & SOCIAL
The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.	The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development and is demonstrated through: • creative thinking • critical thinking	The personal and social competency includes • positive personal & cultural identity • personal awareness & responsibility • social responsibility

COURSE EXPECTATIONS:

- The self-paced nature of this course requires that students manage their time effectively to complete the course by the deadline (typically a year from the date of registration). Successful students make a weekly schedule to plan out the completion of the course.

- Students must read all the information and attempt all activities in the course in order to be successful in the course.

- Students must take care that their communication with the teacher and with other students through email, Brightspace message, or in person, is course related, clear and respectful.

- Students must take care that their work is their own and not plagiarized from any other source. This includes, previous work submitted for another course, other people's assignments, Web or other resources etc.

LEARNING STANDARDS: Curricular Competencies

- 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 (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 particular times and places (continuity and change)
- Assess how underlying conditions and the actions of individuals or groups affect events, decisions, and developments, and analyze multiple consequences (cause and consequence)
- Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective)
- Make reasoned ethical judgments about controversial actions in the past or present, and assess whether we have a responsibility to respond (ethical judgment)

LEARNING STANDARDS: Course 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

UNIT OVERVIEWS AND LEARNING ACTIVITIES:

Unit 1 – The World After WWI

Students will be focusing on the world after World War I and will be studying the results of the war. They will come to understand how the rise of Nationalist movements in Europe after the first Great War allowed some people to unite while creating the conditions for intense conflicts. Students will examine the changes to society in the 20's and 30's through the lens of technology. Your assignment here is to look at how changes in technology lead to changes in the way that societies function, and, ultimately, to how people relate to one another. Student look at the rise of Nationalism in Europe. It is during this era that we see fascist leaders such as Mussolini and Hitler make their entrances onto the world stage.

Big Idea: The breakdown of long-standing empires created new economic and political systems.

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning involves generational roles and responsibilities and learning is embedded in memory, history and story

Unit 2 – War in Mid-century

The signing of the Versailles treaty, far from resolving differences among the combatants, left a residue of bitterness on all sides. It took little more than a generation for these unresolved differences to, once again, make their way to the surface. The Second World War broke out in 1939 and raged until 1945, leaving millions dead in the rubble of a once great civilization.

Students will learn about the rise of Hitler and his Nazi Party in Germany in the 1930's, Germany's demilitarization after World War I and how they rearmed then began to expand their territory. Students will learn about the war in Asia starting with Japan's expansionist policies that began in the 20's and 30's and about Japan's invasion of Manchuria.

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

Core Competency: *Thinking*

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

Unit 3 - Uneasy Peace

In this unit, students will be studying the Cold War, which in a sense, wasn't really a war at all. At least not in the way that World War I and II were wars. Students will discover in this unit that the Cold War was more of a standoff between the superpowers of the USSR and the USA which lasted for more than five decades following World War II.

Big Idea: If you are going to get one idea out of this unit, it is that even the largest and longest standing empires will fall when the time is right. The breakdown of long-standing empires created new economic and political systems.

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning involves generational roles and responsibilities and learning is embedded in memory, history and story.

Unit 4 - The Winds of Change

Students be learning about many of the global changes that took place after World War II. In some sense, this is the real history of the 20th century as it wasn't conducted on battlefields or in board rooms but in the streets and living rooms of billions of everyday people. Students will compare and contrast continuity and change with the shifting role of women on a global level and assess justification of competing historical accounts of conflicts between Israelis and Palestinians.

Big Idea: The one idea that student should come away with from this unit is that when global empires break down, it creates suffering for many while opening political and economic opportunities for many more.

Core Competency: *Thinking*
First Peoples Principle of Learning: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place.

STUDENT LEARNING ACTIVITIES AND STRATEGIES:

- Course readings
- Quizzes
- Interactive activities
- Reflective writing
- Assignments may include:
  - Essay/multi-paragraph writing
  - Paragraph writing
  - Verbal speeches/marketing ideas
  - Projects using a variety of technology
  - Podcasts, digital recordings
  - Presentations using a variety of tools (PowerPoint, Prezi etc)

ASSESSMENT:

The course will include many formative assessment opportunities where students will receive teacher feedback and also have the opportunity to incorporate self-reflection and self-assessment tools. The formative tasks are designed to help students correct, hone and improve on their work before being assessed. After each full submission of work, the teacher will provide feedback based on criteria and performance standards that can then be incorporated into the final summative assignment. Summative assessment will take place after extensive formative assessment and be used on final performance tasks and tests throughout each unit. This course will be using specific rubrics for different tasks and students will have access to these rubrics before submission of the assignments. The North Vancouver Curriculum Hub Principles of Assessment - http://nvsd44curriculumhub.ca/assessment/

Formative:

- Teacher – student conferences (online or in person) to discuss drafts and progress
- Online quizzes to check for completion and understanding of lessons.

Summative:

- Assignments and projects – written feedback, rubric assessment and grade
- Final performance task – written feedback, rubric assessment and grade
- Oral tests to check for comprehension, analysis, and synthesis of course learning

EVALUATION:

Based on performance standards and criteria as outlined in each assignment:

Evaluation	Percentage of Final Mark
Assignments	30

Learning Guides	20
Quizzes	10
Unit Projects	20
Unit Tests	20
Course Total	100

RESOURCES:

There are some required texts for this course, which will be available either online or can be signed out from the teacher. Resources for readings and assignments are listed in the instructions of each lesson. These include websites maintained by government and non-profit organizations, as well as individuals. Students need access to a computer with Internet capabilities. Throughout the course, students will have the choice to engage with a variety of applications and online digital tools. The NVOL Centre is available for students who do not have computer access at home or who would like to meet with the teacher for academic and tech support.