



History 12

Course Outline

Course Overview

History 12 is a broad survey course covering the period from 1918 well into the 1990s. Beginning with the Paris Peace Conference and the treaties that brought WW1 to a close, the events of the 20th century unfold. The history of the Twentieth Century will include: the failure of the peace, the economic collapse leading to Depression; the creation of new forms of totalitarian government in Russia, Germany, Italy; militaristic aggressions in the 1930s; World War 2; many aspects of the Cold War (Korea, Cuba, Vietnam); China, India, the Middle East and South Africa – the topics are varied and fascinating! Students taking this course are expected to read widely (making use of the 3 textbooks but also the internet and other sources), and to write often.

Course Content and Suggested Timelines

Unit 1 - **Conflict and Challenge: The World of 1919.** (Suggested time: 20% 4 weeks)

Topics covered will include: Imperialism; Nationalism; the changing map of Europe; the Mandate system; the Paris Peace Conference.

Unit 2 - **Promise and collapse: 1919-1933.** (Suggested time: 20% 4 weeks)

This unit features an examination of features of Fascism, Communism, and Democracy. Students will look at the rise of fascism in Italy; the rise of Hitler and the Nazi party in Germany; Lenin, Stalin, and the Russian Revolution; emerging nationalism in Palestine and India; the USA in the 1920s.

Unit 3 - **Turmoil and Tragedy: 1933-1945.** (Suggested time: 20% 4 weeks) This unit will look at causes and responses to the Great Depression; causes and events leading to World War 2; Key developments during World War 2; and the Holocaust.

Unit 4 - **Transformation and Tension: 1945-1963.** (Suggested time: 20% 4 weeks)

Topics covered will include: critical developments of the Cold war; the emergence of modern China; Israel and the Arab World; nationalism in India and Indochina, and the struggle for Human Rights (USA, South Africa).

Unit 5 - **Progress and Uncertainty: 1963-1991.** (Suggested time: 20% 4 weeks)

This unit will introduce students to: the Viet Nam War; conflicts in the Middle East; changes to communism in China; and the late stages of the Cold War.

****** The suggested timeline is for students aiming to complete the course in one semester (5 months). Double the timeframes for two semesters (10 months). The above times are estimates only. In some cases, students with clearly defined goals can work ahead and finish early. Other students may require more time and extend their course into 2 semesters.

Course Materials

- Textbook - Twentieth Century History: the World since 1900. (Tony Howarth).
- Workbook - The World This Century. (Neil DeMarco)
- Mapbook - A Map History of the Modern World. (Ian M. Hundey)
- Additional Support can be found in - International Affairs. (R.J. Rundle)
- Internet sources

All Text resources are scanned and posted into this course. Students may supplement from the texts by using internet resources. No additional resources will be required.

Prescribed learning outcomes for this course are available at:

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/socialstudies/2006history12.pdf>

Assessment Information

This course will utilize a combination of assignments, projects and tests for the five units.

- Startup activity - 5%
- Course plan - 5%
- Minor activities - 40% (10 activities valued at 4% each)
- Projects - 50% (5 projects valued at 10% each)
- There are no tests in this course although students may choose to write a unit test in place of 4 of the 5 projects.

Activity Approach:

Meet the provincial learning outcomes while designating your own projects for the specified topics. Complete one major assignment and 2 minor assignments for each of the 5 units. Your final course mark will therefore be based on a total of 15 submissions.

As the primary basis of your studies, all students are encouraged to read the text, *Twentieth-Century History: the World since 1900*. *The World This Century* is a workbook which guides student learning through directed readings, maps and other visuals, nicely supplementing the main text. An older resource, *International Affairs* provides detailed and succinct readings paying extensive attention to dates and facts (which some students may appreciate). *The Map History of the Modern World* offers 2-page visual spreads on a variety of topics. And while textbooks are one way to learn about the topics, students are also invited to use a broader set of learning resources, including library sources, the

internet, television and radio, interviews with knowledgeable individuals, field trips, and other resources.

The project approach provides considerable flexibility and individualization - each student will engage in topics and activities based on their individual interests and skills. A wide variety of options may include but is not limited to: research activities, creative writing, art projects, text work, tests, map work, and many other possibilities. The expectation is that this approach will enhance student interest and motivation, and hopefully lead to greater learning. A list of topics (Topic List) and project suggestions (Activity List) is provided for students as part of the course.

Assignments which take more time and thought (estimated completion time approximately 10-15 hours) have been designated as **Major Projects** - these include activities such as Essays, Powerpoints, and so forth. Assignments that may be completed more quickly (estimated completion time approximately 2-5 hours) have been designated as **Minor Projects** - including text chapter review assignments, short writing assignments, and so forth.

The project approach is also suitable for students who prefer a text approach. Students will still prepare 5 major projects. In place of minor projects, students may submit up to 2 chapter assignments per unit. At the front end of this course, students are asked to prepare a course plan with the support of the online teacher. The plan can be adjusted during the course provided the teacher is notified and authorizes the change.

When students are not meeting the learning outcomes/ falling behind

When students fall behind the expected pace or plan, they will be contacted via email or phone and if there is no improvement or response, parents will also be contacted. If deemed necessary, contact with the student's home school may also occur to help determine a solution.

Students are expected to let the course teacher know when they are struggling with course content. In response, the course teacher will provide appropriate help or strategies to support learning. The course teacher will also provide feedback on course work to support learning and help students improve. Parents will be made aware if their child is actively working but struggling to meet the learning outcomes of the course.

Students falling behind in a manner where it does not appear that they will complete the course within a year will be sent reminder emails. Without a response or renewed efforts in the course, the student may be assigned an F or withdrawn. Should they begin actively working in the course, the student may be given an alternate completion date.

Expectations

- Adhere to the EBUS Academic Integrity Policy
- Contact your teacher when help is needed
- Review feedback from assignments and tests, where applicable
- Work to complete the course in a timely manner
- Communicate respectfully
- Review weekly progress reports

Reporting to Parents:

There are 4 term report cards that can be downloaded from the student dashboard. A notice will go out when these report cards are available.

The teacher will send out regular progress reports showing the student's progress.

Contacting Your Teacher:

Your teacher will be available Monday through Friday during regular school hours. If you are having trouble with any concepts, please contact your teacher right away! You will see your teacher's contact information in the course.

Mac Cooper

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