



## SS12 – 20<sup>th</sup> Century World History

### *Course Outline*

#### **Course Overview**

Welcome to 20th Century World History 12. 20th Century World History 12 introduces you to the history of the twentieth century, beginning with the treaties that ended World War I and ending with the collapse of the Soviet Union in 1991. While studying these events, you will also be learning something of the skills necessary to interpret historical events -- how to ensure historical information is accurate and relevant, how to develop historical empathy, and how to present clear, logical arguments based on a knowledge of the events, for example. These skills will be helpful to you throughout life.

#### **Course Materials**

All materials necessary for the course are either embedded or easily available on the internet.

#### **Course Goals**

Big Ideas, curricular competencies and learning standards can be accessed at the Ministry of Education site using the following link: <https://curriculum.gov.bc.ca/curriculum/social-studies/12/20th-century-world-history>

#### **Course Content**

There are four units and a glossary guide.  
You'll work through the four units of 20th Century World History 12 as follows:

## **Unit 1: Failure of Normalcy: The World After World War I**

Section 1: How We Discover Truth in History, Nationalism, and Imperialism

Section 2: The World in 1919

Section 3: Russia from Revolution to World War II

Section 4: The USA in the 1920s and the 1930s

## **Unit 2: War in Mid-Century**

Section 1: Fractious Peace and World War II

Section 2: International Affairs Leading up to World War II

Section 3: The Course of World War II

Section 4: Turmoil and Tragedy, 1933-1945

## **Unit 3: Uneasy Peace: Proxy Wars**

Section 1: Causes of the Cold War

Section 2: The Cold War, The Berlin Blockade to the Cuban Missile Crisis

Section 3: The Cold War: After the Cuban Missile Crisis to the Collapse of the Soviet Union

Section 4: Internationalism Since 1945

## **Unit 4: The Winds of Change**

Section 1: East Asia: India, and China

Section 2: Vietnam and Afghanistan

Section 3: The Middle East: 1945 to 1991

Section 4: Economic and Social Change in the Post-War World

Each of the units consists of lessons, a learning guide and assignments (which you'll submit for marking). Be sure to work through all the lessons and lesson activities in a section before attempting the assignment.

## **Lessons**

Lessons in this course are made up of topics and activities. In the lesson activity part of the lesson, you will be assigned online readings. It is essential that all readings be done carefully, as you will be unable to do the activities unless you are familiar with the readings.

## **Lesson Activities**

In the activity parts of the lesson, you'll apply what you learned in the part of the lesson you have just done. Answers for most of the activities are included within the individual guided practices.. Be sure to compare your complete activity answers with those in the drop down answer box to make certain you're on the right track.

## **Course Evaluation**

In this course you will be marked on all section assignments and tests. A passing grade on assignments and tests is 50% or higher. Most tasks have associated marking guides in the course. Students should review the marking guide for any particular assignment to be sure their efforts are targeted in the right direction.

### Letter Grades

"A"	86+%
"B"	73-85%
"C+"	67-72%
"C"	60-66%
"C-"	50-59%
"F"	less than 50%

### **Task Weighting**

Section Assignments 30%

Section Quizzes 20%

Unit Projects 10%

Unit Tests 20%

Learning Guides 20%

### **Exam Supervision:**

As this is an elective course, supervision of quizzes and tests is optional and at the discretion of the teacher. At this time, no quizzes or tests are required to be invigilated (supervised), but this is subject to change. Email the teacher for quiz and/or test passwords when you are ready.

### **When Students are not meeting the Learning Outcomes or are Falling Behind**

When students fall behind the expected pace or plan, they will be contacted via email 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.

### **Inactivity and Communication**

Students are expected to login and submit work in their online courses on a weekly basis. EBUS teachers monitor student participation, work submission and periods of inactivity in their courses. Students who have not accessed their course for a period of two weeks or longer will receive an online gentle reminder email to inquire about progress and reasons for inactivity; parents will also receive a copy of the email. Students who receive a reminder email must contact their teacher to communicate their intentions for the course and any other information that will help support their learning. If a student has been inactive for a period of eight consecutive weeks or longer, has received three online reminders and has not responded to communications from their online teacher, the student may be withdrawn from the course.

Communication between students and teachers is important. EBUS Academy offers a flexible learning environment and we understand that various circumstances can arise that prevent students from engaging in their courses. When students anticipate being absent from their online course, they should contact their teacher in advance, whenever possible.

### **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 a weekly or bi-weekly progress report showing the student's progress, on weeks that EBUS is in session.

### **Contacting the Teacher**

Your teacher is usually in the office and available from 9-3 on regular school days. The best way to communicate is via email. Regular communication is an important part of success, especially in Distance Learning, so please feel free to email with any questions or if you need help with course assignments or other aspects of the course.

#### **Course Teacher**

Richard Boles

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