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Description automatically generated20th Century World

History 12

Winter Semester 2022, Period 3

**Instructor:** Mr. J. Solyom

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**Office Location & Hours:** Room 112, 08:15 – 14:05

**Extra Office Hours:** By appointment or after school

Course Description

20th Century World History 12 introduces students to the history of the twentieth century, beginning with World War I, and ending with the September 11th terror attacks. Students will learn the skills necessary to interpret historical events — how to ensure historical information is accurate and relevant and how to clear, logical arguments based on a knowledge of the events.  All elements of the course are built on two foundations:

**Big Ideas** – concepts that students will understand by the end of their studies

**Core Competencies** – skills that students will use throughout their lives.

The B.C. Ministry of Education has identified three Core Competencies that students will develop through the process of their education.  These Core Competencies are *Communication, Thinking* (both Creative and Critical thinking), and *Personal and Social* (encompassing Positive Personal & Cultural Identity, Personal Awareness & Responsibility, and Social Awareness and Responsibility).

There are three Big Ideas that drive the curriculum skills and materials in the 20th Century World History 12:

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

Course Goals

The goals of the course are broken down further – into Curricular Competencies (things students will need to be able to **do**) and Content (information that students will need to **know**).

The Course Competencie*s* – the goals for what students will be able to ***do*** at the end of the course of study – include:

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)

Assessment Guideline:

1. Participation and Attendance: 30%
2. Homework and In-class Written Assignments: 15%
3. Mid–Term Exam: 20%
4. Final Exam: 25%
5. Term Paper: 10%

Assessment & Evaluation

Assessment: happens prior to and during the learning process.  Teachers and students use the results and the feedback to improve ongoing work and achievement.  This includes regular peer and self-assessment.  Evaluation: happens late in the learning process, to determine whether or not the student has successfully achieved mastery of a skill or has truly learned information.

Reporting: formal and informal reports communicate to students and their families the results of assessment and/or evaluation.

Assessment, evaluations and formal reporting are focused on descriptive feedback.   Assessment activities will include but will not be limited to: reading out loud, formal written work, class discussions, quizzes, tests and exams, classroom activities, group work, practice work, performances and presentation.

Assessment will be completed using a variety of tools, including but not limited to:  scales, rubrics, checklists and other formats using clearly communicated criteria that students know prior to being assessed or evaluated.

Students will be involved in the process through self and peer assessment.

Not every student learns the same way or at the same pace. The same learning target can be measured with more than one type of activity.  There will be times when students will have some choice in how they show what they know and can do.  Other times, they will have to complete required formats, even if this requires them to stretch out of their comfort zone, because it moves them into their zone of proximal learning.

Class Rules, Notices and Expectations:

1. **Winter 2022 LEARNING MODEL**
   1. **Winter Notice** - The course will begin with in-person class instruction. Due to the COVID – 19 pandemic, please note that the assessment schedule above may need to change to accommodate a move back to online learning if it occurs.
2. **ATTENDANCE & PUNCTUALITY** 
   1. ***Attendance*** – I will be taking attendance for all lectures and engagement periods to ensure that you stay engaged. **I should have some type of indication of your attendance from Monday – Friday every week.** If I make any mistakes regarding your engagement, please contact me.
   2. Be on time and notify the teacher when you will be absent. Do not ever leave campus without permission during school hours in-case of an emergency.
   3. If you are sick, notify the teacher via email and do not come to class. You will require proof of sickness in the form of a note that is either signed by your parent, home-stay guardian or a doctor. You must also leave a contact number for the person who signs the note for verification purposes.
3. **PLAGIARISM AND ACADEMIC DISHONESTY**
   1. Plagiarism and academic dishonesty cannot be tolerated under any circumstance. From the Teacher’s perspective, it is very simple to recognize when a student is not using original work. If you do not understand how **NOT** to plagiarize, please speak to me privately so I can show you! Multiple occurrences must and will be reported to the principal.
4. **MISSED WORK & GRADES**
   1. Ultimately, if you have missing work your grades will be negatively affected. I will always give students the chance to make up work to earn better marks. However, **be prepared to defend your position** as to why you should have the privilege to re-do, complete extra or make up missed work. In most cases, a five percent penalty will be applied every subsequent day after the deadline.
5. **PARTICIPATION**
   1. Discussion, synthesizing information and sharing thoughts are essential for an educated citizen. You’re expected to contribute!
   2. Always respect yourself, the teacher and fellow students during class. In the most disruptive of circumstances, a semester wide penalty can be applied to students who distract their peers consistently.
   3. Each class, you will have the opportunity to earn 4 participation marks. You will earn one mark for being seated when the class is scheduled to start (arriving on time). You will earn another participation mark for attending the class at any point during our scheduled time together. You will earn your final two participation marks based on how much you participate while in the class.
   4. **BRING YOUR LAPTOP AND CHARGER TO SCHOOL EVERY DAY**