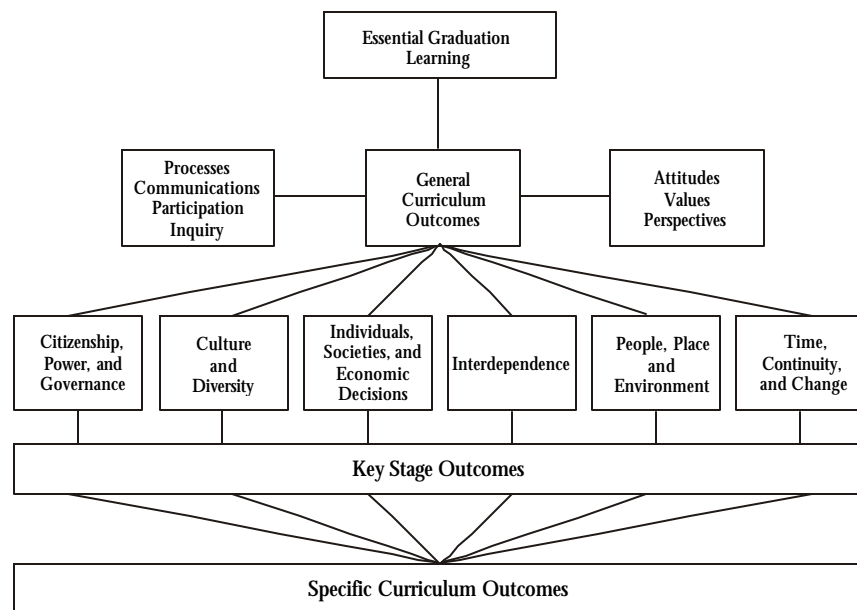


# Program Organization

## Overview

The World History 3201 Curriculum Guide is based on the *Foundation for the Atlantic Canada Social Studies Curriculum* document. The general curriculum outcomes (GCOs), skills, and key-stage curriculum outcomes (KSCOs) in the foundation document (including implicit and explicit statements on attitudes, values and perspectives) guided the development of the outcomes for this curriculum guide. The curriculum guide identifies the major themes and organizational structure of the course. It provides examples of how the course contributes to the attainment of the Essential Graduation Learnings and articulates the general curriculum outcomes for history as well as the specific curriculum outcomes for World History 3201.



## Essential Graduation Learnings

What constitutes an appropriate education has been defined in terms of *The Atlantic Canada Framework for Essential Graduation Learnings in Schools (Newfoundland and Labrador version)* which are general statements describing what students should know and be able to do by the time they graduate from high school. These Essential Graduation Learnings cut across all subject areas, and all programs or courses should be designed to make it possible for students to achieve these learnings. The World History 3201 curriculum will play a vital role in the achievement of these learnings.

**Aesthetic Expression** - *Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.*

World History 3201 provides numerous opportunities to realize the outcomes related to aesthetic expression. In social studies classes, students should be encouraged to express their views on social issues through various forms of the arts beyond the traditional, common, written format. In addition, they are provided opportunities to examine how artists have expressed their views about the world over time. Whether analyzing historical artifacts or interpreting music and literature from various countries, students develop an appreciation of the role the arts play in interpreting our world and the world of others.

**Citizenship** - *Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.*

World History 3201 examines the responses of individuals and governments to political, economic, and social ideas and circumstances. More specifically, this course is designed to expose students to a range of economic, political, social and historical developments of humanity since the 1900's. The course recognizes that, without the ability to think critically and independently, citizens may fall victim to dogmatism and simplistic solutions to complex issues. In a democratic society it is the citizens who make decisions and who ultimately shape the solutions.

**Communication** - *Graduates will be able to use the listening, viewing, speaking, reading and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn and communicate effectively.*

World History 3201 requires the student to listen critically to others; to evaluate and respond to their arguments; to read for understanding; to distinguish between the relevant and the irrelevant, and to identify perceptions and bias. Students are required to take a position on past and current issues and to defend that position in writing, discussion, and presentations using various mediums. Communication is implicit in social studies as students are asked to speak, listen, read, view, think, dramatize, research, articulate their thoughts, react and debate.

**Personal Development** - *Graduates will be able to continue to learn and to pursue an active healthy lifestyle.*

World History 3201 contributes to personal development and requires that we first know who we are, that we have a sense of identity, and that we know where we fit in a global context. As students explore immediate and expanding environments, they learn about themselves in the context of the world around them.

**Problem Solving** - *Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical and scientific concepts.*

World History 3201 provides a laboratory to explore the possible consequences of various policies in response to particular problems, and a frame of reference to analyze contemporary problems. An examination of such problems requires that students examine their assumptions, recognize the variety of perspectives and historical interpretations which have to be considered in developing an acceptable solution, separate relevant from irrelevant information, bias from fact, as well as frame and test hypotheses.

This course helps students to respond as citizens to the problems which confront the world today with reference to their historical, social, economic, political and geographic context. Thus, today's students will become tomorrow's citizens, able to effectively make the necessary decisions and solve problems in a critical and creative manner.

**Spiritual and Moral Development** - *Graduates will demonstrate an understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.*

Many of the ethical issues which confront today's students must be examined in the social studies. An appreciation of the changing nature of our world is implicit in this study.

**Technological Competence** - *Graduates will be able to use a variety of technologies, demonstrate understanding of technological applications, and apply appropriate technologies for solving problems.*

World History 3201 is designed to provide opportunities for students to explore and employ various technological sources and tools. As students use CD-ROMS, the Internet and various

multi-media resources to discover the world, past and present, they will be experiencing the role of technology in their own age and weighing the relative merits of this technology. The means by which they explore various social studies topics will illustrate the critical role that technology plays today, and has played through history.

Specifically, this course provides opportunities to study the effect technological development has on society. Students are required to analyze the social and economic consequences of technological innovation through the prism of the 20<sup>th</sup> Century.

## General Curriculum Outcomes

### Understandings

It is expected that students will develop an understanding of:

- Historical events that are the result of a combination of factors: political, social, intellectual, religious, and economic.
- Current events that have a historical context, having been caused or affected by past events.
- The role that significant individuals/leaders have played since 1900.
- How people since 1900 have attempted to solve economic, political and social problems through a variety of events and activities, including movements, revolution, social action, international cooperation, and the democratic process.
- The major scientific and technological developments since 1900 and their impact on the world.
- Capitalism and democracy and their impact on the world.
- Imperialism, nationalism, socialism, fascism, communism, and their relationship to economic and social changes.
- The causes and horrors of war and the necessity of preventing war.
- The role of prejudice and propaganda in influencing historical events and processes.
- The emergence of the new expanding interdependence of world and cultural communities.

### Dispositions

It is expected that students will develop an appreciation for:

- The nature of history and its interdisciplinary framework.
- Human effort and achievement.
- Knowledge of the past as essential for understanding the present.

- The destructiveness of war and the value of peace.
- The value of equal opportunities for people regardless of gender, race, culture, and creed.
- Significant issues affecting the modern world.
- Their own evolving values and those in other societies in the 20th century.
- The arts as a way of understanding historical information.
- Cooperation and communication among/between societies.
- Universal citizenship.

## Competencies

It is expected that students will develop abilities in:

- Critical thinking, creative thinking, decision making, and problem solving skills.
- Retrieving, analyzing, evaluating and synthesizing information relevant to 20th century history through listening, reading, viewing, and interviewing.
- Using a variety of resources to gather relevant information - e.g., textbooks, trade books, reference materials, periodicals, newspapers, primary documents, audio-visual materials, computer software, the Internet, the World Wide Web.
- Expressing ideas effectively in a variety of formats - e.g., written reports, oral reports, discussion, debate, dramatization, audio and video productions, multi-media productions, web-page creation.
- Group decision making, dialogue and social participation, through the use of democratic skills.
- Interpreting and constructing maps, diagrams, time lines and charts, to gain a space and time perspective of the modern world.
- Analyzing historical sources.
- Detecting cause and effect relationships.

## Course Themes

### **I. World War I (1914-1918)**

- Sources of Tension
- Causes and Events
- Impact of New War Technologies
- Processes Ending World War I

### **II. Challenges and Changes**

- Political Developments in Tsarist Russia
- Emergence and Consolidation of Communism in Russia

- Rise of Fascism in Italy and Germany
- Causes of the Great Depression

### **III. International Tensions During the 1930s and World War II (1939-1945)**

- Causes of International Tension and World War II Events
- Nazi Program of Genocide
- Wartime Conferences
- Formation of the United Nations

### **IV. The Cold War**

- Cold War - Origins
- Cold War Incidents - Korea, Cuba and Vietnam
- Break-up of Soviet Union
- Collapse of Communism in Eastern Europe

### **V. Regional Developments in Post-World War II Africa, Asia and the Middle East**

- Post-World War II Social, Economic and Political Challenges

### **VI. Challenges of the Modern Era**

- Global Challenges (Security, Human Rights, Terrorism, Arms Proliferation, Re-emergent Nationalism, United Nations Peacemaking/Peacekeeping, European Union)

## **Organization**

World History 3201 is a two credit course that is designed for a minimum of 110 hours of instructional time.

Each theme begins with an overview page that provides a brief description of the contents of the units within the theme. These are followed by a four column layout that includes the specific curriculum outcomes, sample teaching and learning strategies, sample assessment strategies and sample links with supplementary resources.

The curriculum guide for this course includes four columns for several reasons:

- to illustrate how learning experiences flow from the outcomes
- to illustrate the range of strategies for teaching and learning associated with specific outcomes
- to demonstrate the relationship between outcomes and assessment strategies
- to identify examples of supplementary resources teachers can use in connection with the outcomes

**Instructional Planning**

In planning and organizing this course, the General Curriculum Outcomes provide the broad framework, that is, they create the “big picture”. The SCOs for study must be made within the following context:

- Students are required to complete all SCOs in Units 1, 2, 3 and 4.
- Students are required to complete one of SCOs 5.1 or 5.2.
- Students are required to complete the one SCO in Unit 6.

In planning instruction for this course it is important to select teaching and learning strategies that are most appropriate for helping students achieve the specific curriculum outcomes and delineations. It is equally important to maintain a balance of emphasis in terms of the outcomes for the six units of the course. Also, critical to instructional planning is the alignment of evaluation with instruction and the outcomes. Thus, the relative emphasis upon the three thinking skills of knowing, applying and integrating during instruction must be reflected in the assessment of student’s work. To help achieve this planning, a table of specifications is provided.

An examination of the table of specifications on the following page shows that units 1 and 2 make up 45% of the course. Therefore, teachers should attempt to reflect this emphasis in their instruction. The remaining instructional time, 55%, is devoted to units 3, 4, 5, and 6. In planning assessments, the teacher should attempt to reflect the emphasis illustrated by the table. Student activities, projects or examination items that are at the knowledge level will be weighted 38%, those at the application level 40%, and at the integration level 22%.

**World History 3201: Table  
of Specifications**

<b>Theme</b>	<b>Thinking Competencies</b>			<b>Totals</b>
	<b>Knowing</b>	<b>Applying</b>	<b>Integrating</b>	
<b>1</b>	<b>8.4%</b>	<b>10.6%</b>	<b>3.9%</b>	<b>23.0%</b>
<b>2</b>	<b>9.7%</b>	<b>8.8%</b>	<b>3.9%</b>	<b>22.6%</b>
<b>3</b>	<b>9.7%</b>	<b>10.6%</b>	<b>5.3%</b>	<b>25.7%</b>
<b>4</b>	<b>4.4%</b>	<b>5.3%</b>	<b>3.9%</b>	<b>13.7%</b>
<b>5</b>	<b>2.6%</b>	<b>1.7%</b>	<b>2.6%</b>	<b>7.0%</b>
<b>6</b>	<b>2.6%</b>	<b>2.6%</b>	<b>2.6%</b>	<b>8.0%</b>
<b>Totals</b>	<b>37.6%</b>	<b>39.8%</b>	<b>22.6%</b>	<b>100%</b>

Decision-making and organizational planning for students with diverse needs are guided by the process set out in the Department of Education document *Pathways to Programming and Graduation (1999)*.