

**Course Outline: World History Since 1900: Global and Regional Interactions, Grade 11 Open**

**Course Code:** CHT 30

**Credit Value:** 1.0

**Prerequisite:** Canadian History Since World War I, Grade 10 Academic or Applied

**Course Description:**

This course focuses major developments in world history from 1900 to the present. Students will explore the causes and consequences of global and regional conflicts, the impact of significant individuals and social movements, and the effects of social, economic, and political developments around the world. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating interactions within and between nations and other historical developments and events, including those that continue to affect people in various parts of the world.

**Textbook:** Quinlan, Draper, *et al.* *Twentieth Century Viewpoints*

Curriculum Strands:	Units of Study:
Historical Inquiry and Skill Development	Unit 1: The Current State (How did we get here? A single Superpower, 9/11)
Empires and Nationalism	Unit 2: WW1 (Causes, Nationalism and the beginning of the end of Empires)
Economic and Political Crises, 1919-1945	Unit 3: WW2 (Lead-up and Fallout on a Global Scale)
The Cold War Years, 1945-1991	Unit 4: The Cold War (Ideologies, Technology and the Modern World)
Globalizing World: Issues and Interactions since 1991	

**Assessment & Evaluation:**

Term Work:	70%	Final Summative:	30%
Knowledge/ Understanding =	20%	Portfolio –	10%
Thinking/ Inquiry =	15%	Country Case Study –	20%
Communication =	20%		
Application =	15%		

**Learning Skills and Work Habits:** The following Learning Skills and Work Habits are evaluated regularly using a scale of Needs Improvement, Satisfactory, Good or Excellent:

- Responsibility
- Independent Work
- Initiative
- Organization
- Collaboration
- Self-Regulation

**Growing Success:** Students will be assessed through a combination of conversation, observation, and product. Success criteria, exemplars and ongoing descriptive feedback will be used to support student learning. Assessment will be varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning. The final grade should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence. (*Growing Success, 2010*)

**Teaching Strategies:** A variety of teaching and learning strategies will be incorporated throughout the course.