

# IB 20<sup>th</sup> Century World History

## 12<sup>th</sup> Grade

### *Knowing and Understanding*

- A1 - Demonstrate understanding of key concepts related to foundational documents of the 20th century.
- A2 - Demonstrate accurate detailed knowledge and understanding of key terms and/or concepts related to 20th century history.
- A3 - Demonstrate knowledge and understanding of major world and regional events of the first half of the 20th century.
- A4 - Demonstrate knowledge and understanding of major world and regional events of the second half of the 20th century.
- A5 - Analyze major world and regional events through the ASPIRE lenses: area, social, political, intellectual/ideological, religious, and economic.
- A6 - Demonstrate knowledge of world geography.
- A7 - Show an understanding of the chronological framework for the chosen areas of study.
- A8 - C2.11-12.2: Analyze the origins, functions, and structure of government with reference to the United States, Washington state, and tribal constitutions.

### *Investigating*

- B9 - 11-12.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- B10 - Demonstrate evidence of research skills and organization.
- B11 - Demonstrate organization of learning materials.
- B12 - Demonstrate evidence of research skills and organization in the Internal Assessment.
- B13 - Demonstrate evidence of research referencing in the Internal Assessment.
- B14 - Student actively and consistently organizes and participates within a group framework during projects or other activities.

### *Communicating*

- C15 - 11-12.WHST.1 Write arguments focused on discipline-specific content. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
- C16 - Produce responses that show integration of relevant content and critical commentary related to 20th century history.
- C17 - balanced, accurate, and well-substantiated (thesis driven) written arguments within time constraints.
- C18 - Construct balanced, accurate, and well substantiated IB Paper 1 Document Based Questions within time constraints.
- C19 - Demonstrate ability to organize a multi-paragraph, IB Paper 2 essay thematically.
- C20 - Demonstrate ability to organize a multi-paragraph, IB Paper 3 essay thematically.
- C21 - Student communicates historical knowledge in an organized, artistic manner during presentations.
- C22 @9-10.SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

### *Thinking Critically*

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D23 - 11-12.RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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D24 - 11-12.RH.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

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D25- 11-12.RH.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

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D26 - 11-12.RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

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D27 - Demonstrate an understanding of key historical processes: cause and effect; continuity and change in 20th century history.

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D28 - Compare and contrast developments and events of 20th century 20th century history.

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D29 - Understand and evaluate different approaches to and interpretations of historical issues and events related to 20th century history.

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D30 - C2.11-12.1: Analyze citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national and/or international level

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