



COLEGIO ANDINO DEUTSCHE SCHULE

Kurz Version - Curriculum für 2023-2033 in der Jahrgangsstufe
11/12 Currículo de 2023-2033 para los cursos 11/12

Year 11	Topics:	1. Semester/2. Semester
World War I – Weimar Republic		
<p>Historical competences/skills</p> <ul style="list-style-type: none"> - Outline and Explain the historical processes that led to World War I including (European imperialism, militarism, colonialism, nationalism) - Outline the path towards WWI and discuss the question of moral responsibility for the war - outline the course of the war and name the main, also social, results of the war - explain and discuss in longitudinal sections the change in the role of women in the course of industrialization and the First World War up to the right to vote - explain the emergence of the Weimar Republic from the experience of defeat and revolution - name the main elements of the constitution (including civil rights, electoral system, representation) and - explain and historically classify the concept of the "Roaring Twenties - explain the economic development of the twenties in a problem-oriented way - work out the polarization of society and the decline of democracy - reflect on the chances and challenges of democracy in the 1920s 	<p>General skills</p> <p>Students will be able to:</p> <p><i>Apply procedures of historical inquiry, including:</i></p> <ul style="list-style-type: none"> • independently obtain information (using traditional and modern media) • obtain and evaluate information (using traditional and modern media) on historical issues • include historical sources as well as current media in their research and differentiate, develop, interpret and critically evaluate • formulate historical problems increasingly independently, structure, deal appropriately with theses and antitheses, and to evaluate historical problems appropriately. • organize and reflect on subject-related learning processes alone and in a team and reflect on and present their results <p><i>Students can:</i></p> <ul style="list-style-type: none"> • recognize the construct character of history • perceive changes in history and deal with perspectives in history. • deal with history and establish contemporary references 	

Students will be able to

- compare their own views, values and social contexts with those of other with those of other cultures in a tolerant and critical manner.
- Recording history, looking at it from multiple perspectives, critically question and explain discursively develop evaluations of historical processes and conditions and present them
- evaluate historical processes and conditions, distinguishing between factual and value judgments
- participate in a discursive interaction respectfully, purposefully and confidently

Students can:

- emotional identification or distancing when dealing with historical facts
- deal with media in an appropriate, self-determined, responsible and goal-oriented manner and understand the development of media and understand the development of media competence as a lifelong process

Year 12	Topics	1./2. Semester
<p>National Socialism: Implementation and characteristics of a dictatorship(s)</p> <p>World War II</p> <p>The Cold War</p>		
<p>Historical competences/ skills</p> <p>National Socialism/ World War II</p> <p>Students will...</p> <ul style="list-style-type: none"> - Learn about the destruction of Democracy under Hitler and the steps towards the establishing of the National Socialist State - learn about the transformation of Germany into a dictatorship and the consequences for the state, society and the intellectual and cultural life in Germany - deal with the instruments and measures (among others: ideology, ruling practices, economic, social, and foreign policy) of National Socialism - historically classify the crimes of National Socialism during the Second World War - describe and characterize the Shoah and evaluate it according to the premise of historical responsibility - explain motives, possibilities and limits of resistance - outline the proceedings and end of the Second World War and the associated migratory movements in Europe in its aftermath 	<p>General Skills</p> <p>Students will be able to</p> <p><i>Apply procedures of historical inquiry, including:</i></p> <ul style="list-style-type: none"> • independently obtain information (using traditional and modern media) • obtain and evaluate information (using traditional and modern media) on historical issues • include historical sources as well as current media in their research and differentiate, develop, interpret and critically evaluate • formulate historical problems increasingly independently, structure, deal appropriately with theses and antitheses, and to evaluate historical problems appropriately. 	

The Cold War

Students will...

- explain the conflicting systems and ideologies of the Cold War by contrasting and relating the domestic, economic and foreign policy developments of the Soviet Union and the U.S. to each other.
- explain and discuss the increasing role of the U.S. as a world power since its involvement in the First World War and compare it with the leadership claim of the USSR
- explain the different forms of conflicts and conflict resolution during the Cold War (arms races, proxy wars, exemplary climaxes, disarmament treaties).

- organize and reflect on subject-related learning processes alone and in a team and reflect on and present their results

Students can:

- recognize the construct character of history
- perceive changes in history and deal with perspectives in history.
- deal with history and establish contemporary references

Students will be able to

- compare their own views, values and social contexts with those of other with those of other cultures in a tolerant and critical manner.
- Recording history, looking at it from multiple perspectives, critically question and explain discursively develop evaluations of historical processes and conditions and present them
- evaluate historical processes and conditions, distinguishing between factual and value judgments
- participate in a discursive interaction respectfully, purposefully and confidently

Students can:

- emotional identification or distancing when dealing with historical facts
- deal with media in an appropriate, self-determined, responsible and goal-oriented manner and understand the development of media and understand the development of media competence as a lifelong process

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