

Chinook School Division

History 28

June 2009

Foundational Objectives:

The knowledge objectives are to help students understand:

- That there exists interplay among the social, economic, political and cultural domains within a society and that changes within one of the domains will impact the other forces.
- That various political paradigms, when functioning, will impact the relationship between individual rights and collective rights.
- That nation sometimes perceives that their security/sovereignty can be best secured through the mechanisms of alliances or membership in multinational organizations dedicated to preserving the integrity of its member states.
- That distinct population will seek to secure the decision-making processes which have an impact on their distinctiveness and well-being.
- That there are challenges/issues that are global in that they have global consequences and will require global involvement in seeking solutions to those issues.

The skills/abilities objectives are to help students:

- Use the dialectic to examine an issue from more than one point of view.
- Understand the steps of the problem-solving process.
- Understand the conflict-resolution process.
- Understand the decision-making process.

The value objectives are to help students understand:

- That value issues have internal conflicts which have to be resolved through the process of problem solving, decision-making, and conflict resolution.
- That a debate exists within all societies as to the proper balance of individual rights and the collective rights of the society as to which should have paramount importance.
- That a nation has to determine whether the needs of its citizens and the state (national sovereignty) or the perceived needs of the global community should have paramount importance.
- That controversy exists over what paradigm of leadership and decision-making can best secure the well-being of a nation's population.
- That controversy exists over the relationship between humans and the environment and how best to save the long-term well-being of both humanity and the environment.

Learning Objectives/Outcomes:

Mapping -Major Concepts:

- Oceans
 - Students will identify and label the oceans of the world.
- Continents
 - Students will identify and label the continents of the world.
- Countries of Europe
 - Students will label a map of Europe with the major countries discussed in the course.

National, Imperialism and War -Major Concepts:

- Conflict
 - Revolutions and war affected many parts of the world.
- Government
 - Nationalism and imperialism led to changing leadership. Communism and dictatorships grew in strength.
- The Unification of Germany and Italy
 - Students will examine the process of and the reasons for the unification of Germany and of Italy.
- Imperialism
 - Students will explain the rise of imperialism and its consequences.
- World War I
 - Students will explain the causes and results of World War I.
- Revolutions in Russia
 - Students will trace the development of communism in Russia.
- The Rise of Dictators
 - Students will explore the rise of dictators and military aggression in Italy, Germany and Japan.

World War II and Its Effects -Major Concepts:

- Conflict
 - Global war and the spread of communism greatly affected goals and alliances of nations.
 - Government: Democracy and communism both spread and competed in the Post-World War II era.
- The Beginning of World War II
 - Students will understand the causes and the early events of World War II.
- The End of World War II
 - Students will examine the final events and results of World War II.
- The United Nations

- Students will understand the development and functions of the United Nations.
- The Cold War
 - Students will trace the development and the events of the Cold War.
- China Becomes a Communist Nation
 - Students will describe the emergence of Communist China.
- The Vietnam War
 - Students will examine the causes and the effects of the Vietnam War.

The World Today-Major Concepts:

- Problem Solving
 - Nations face complex challenges, internally and globally.
- Government
 - Major changes in governments occurred as communism gave way to democracy.
- Economy
 - Nations in many regions are working to become more industrial and to increase trade.
- Asia Today
 - Students will track emerging modern Asia through both developing and developed nations.
- The Middle East Today
 - Students will understand the history, conflicts, and on-going development of the Middle East.
- Africa Today
 - Students will examine the problems facing Africa today. They will understand the situations in Nigeria, Somalia, Rwanda, and South Africa.
- The Americas Today
 - Students will describe the two American cultural regions and the issues facing each.
- Europe Today
 - Students will explore the problems facing European nations and the goal for a united Europe.

Explanation of how the Common Essential Learnings have been incorporated:

Within the context of this course, the Adaptive Dimension may be engaged to meet the needs of individual students. Figure 5 from *The Adaptive Dimension in Core Curriculum (1992)* identifies the variables of the Adaptive Dimension.

The Common Essential Learnings are embedded in the Alternative Education Program and are addressed in the following ways:

Communication:

- listens attentively
- participates in group discussions
- shares, in own words, ideas which are heard, read, viewed, or discussed
- incorporates the concepts and vocabulary related to History into his/her talking and writing
- locates information
- organizes material in various ways
- explains relationships between ideas
- summarizes important understandings from presentations, discussions, and other experiences and media

Numeracy:

- reads and interprets graphs, charts, tables, and other common visual representations of quantitative data
- collects and organizes quantitative information into a list, table, graph, or chart and analyzes this information to determine a conclusion
- understands the meaning and uses of quantitative terms commonly used in the Canadian context

Critical and Creative Thinking:

- distinguishes between fact and opinion
- analyzes information or situations
- identifies problems
- generates alternative solutions to problems
- develops appreciation of human diversity (of backgrounds, experiences, interests, and abilities) within the context of social problem solving and the Canadian experience
- values and demonstrates a belief in the importance of hearing the ideas/views of all persons in dialogue situations
- develops criteria for evaluating solutions or ideas
- supplies evidence for a specific result or conclusion
- evaluates results or conclusions
- explores the implications or consequences of actions on personal, local and national levels

Independent Learning:

- identifies own needs and interests
- make choices in learning that reflect own needs and interests
- organizes time and work
- works with confidence alone and/or with a selected support structure
- demonstrates achievements in a wide range of appropriate ways
- evaluates personal progress and achievement

Personal & Social Development:

- acquires knowledge and develops abilities and dispositions that supports personal safety, well-being, balance and self-care
- discovers more about self in relationship to community and country
- uses gender neutral and culture and abilities sensitive language
- develops communications abilities that are sensitive to and respectful of human difference
- shows patience with silence and allows for reflection time between speaker and own contribution
- demonstrates the ability to build upon the ideas of others within group discussion
- respects differences of opinions and values
- examines own beliefs, values, and attitudes
- recognizes and accepts strengths and differences of self and others
- works co-operatively as a team member
- considers and evaluates personal options
- makes and justifies judgments about personal options
- remains open to challenges and opportunities
- takes responsibility for own thoughts and actions
- understands that everyone is part of a community and country
- develops a disposition towards finding the possibilities for improvement, a sense of being solution-oriented

Technological Literacy:

- examines immediate experiences with technology in the home and in the school
- explore how technological developments caused change in society
- uses technology to learn

Examples of Instructional Approaches:

It is recognized that the students in this course have exceptional needs and therefore will benefit greatly from a variety of instructional strategies. These will include but not be limited to the following:

- **Direct Instruction** - is a highly teacher-directed strategy, includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
- **Indirect Instruction** - includes inquiry, induction, problem solving, decision making, and discovery; indirect instruction is primarily learner-centered and includes methods such as reflective discussion, concept formation, concept attainment, cloze procedure, and guided inquiry.
- **Inquiry** - is a multifaceted activity that involves making observations; posing questions; examining books and other sources of information to see what is already known; planning investigations; reviewing what is already known; using tools to gather, analyze,

and interpret data; proposing answers, explanations, and predictions; and communicating the results.

- **Interactive Instruction** - relies heavily on discussion and sharing among participants. Students can learn from peers and teachers to develop social skills and abilities, to organize their thoughts, and to develop rational arguments.
- **Experiential Learning** - is inductive, learner centered, and activity orientated; it can be viewed as a cycle consisting of five phases: experiencing, sharing or publishing, analyzing or processing, inferring or generalizing, and applying; the emphasis of experiential learning is on the process of learning not on the product.
- **Independent Study** - refers to the range of instructional methods that are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement; it may be initiated by either teacher or student under the guidance or supervision of the teacher; it encourages the student to take responsibility for planning and pacing their own learning

Examples of Assessment and Evaluation Techniques:

Students in this course will be given opportunities to demonstrate in a variety of ways that they have achieved the stated learning outcomes as described in the following:

Methods of Data Recording

- anecdotal records
- observation checklists
- rating scales
- self-assessment

Student Classroom Performance

- role play/simulation/debate
- concept mapping
- analyzing data using grids
- major projects and written reports
- portfolios of student work
- oral presentations

Student Test Performance

- concept maps
- applying concepts
- analytical grids
- long answer tests
- matching item tests
- multiple choice tests
- oral presentations

- performance tests
- short answer tests
- true/false tests

Description of Course Evaluation and Renewal Process

Once the course has been taught, it will be reviewed with the classroom teacher. Renewal will be on an ongoing basis.

Key Resources:

A suggested list of learning resources which are available in the school/classroom follows:

Bernstein, Vivian. *World History and You*, Austin: Steck-Vaugim, 1997

Davies and Johnson Associates; www.daviesandjohnson.com

King, Wayne and Lewinski, Marcel, *World History, Circle Pines: American Guidance Service, 2001 Modified History 21 Curriculum Guide*

Rainbow Horizons Publishing; www.rainbowhorizons.ca

Saskatchewan Learning, *History 20: A Curriculum Guide*, Online:
<http://www.sasked.gov.sk.ca/docs/history10/index.html>

Saskatchewan Learning, *History 20 Activity Guide*, Online:
<http://www.sasked.gov.sk.ca/docs/history10/activity/index.html>