

**ST. MARY HIGH SCHOOL**

380-14th Street West

Prince Albert, SK S6V 3L5

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| **ST. MARY HIGH SCHOOL****COURSE OUTLINE 2018-19** |

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| **COURSE NAME:** History 20 | **PRE-REQUISITE:** None |
| **TEACHER:** Mr. Carriere | **ROOM NUMBER:** B14 |
| **E-MAIL:** jordan.carriere@pacsd.ca | **WEBSITE:** |

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| **SUBJECT COMPETENCIES**  |
|  ***This model of social studies education prescribes four major goals for social studies teaching:******• Concept formation – helping students to understand and apply social studies concepts******• Knowledge – providing students with basic social studies content******• Skills/abilities – teaching students to develop the necessary skills/abilities to understand and use social studies information******• Values – giving students opportunities in a democratic classroom environment to practice discussing, debating, and critically evaluating ideas and beliefs so that they can develop the skills and attitudes which will allow them to function constructively in a democratic society*** |

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| **COURSE AIMS AND GOALS (Taken directly from Curriculum)** |
| ***The reference Committee defined the aim of social studies education:******…as a study of people and their relationships with their social and physical environments. The knowledge, skills, and values developed in social studies help students to know and appreciate the past, to understand the present and to influence the future. Therefore, social studies in the school setting has a unique responsibility for providing students with opportunity to acquire knowledge, skills, and values to function effectively within their local and national society which is enmeshed in an interdependent world.*** |

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| **COURSE DESCRIPTION** |
| Unit 1- A New Century1. World War I
	1. Causes
	2. Phases
	3. Themes
2. The Peace that Failed

 a. Treaty b. Terms1. The Russian Revolution

Unit 2 – The Totalitarian State1. Mussolini Brings Back the Roman Empire
2. March on Rome
3. Fascism
4. Lateran Treaty
5. Preparing for War
6. Hirohito and Imperial Japan
7. Who is Hirohito
8. Japanese Imperialism
9. Japan prepares for war
10. Hitler’s Third Reich
	1. Nazis
	2. Mein Kampf
	3. Preparing for War
	4. Policies
11. Stalin Builds Communism
12. Stalin is leader
13. Five Year Plans
14. Purges
15. Holodomor

Unit 3 – Collective Security1. United Nations
2. Founding
3. Structure
4. Purpose
5. NATO & Warsaw Pact
6. The Cold War Begins
7. World War II
8. Phases of the War
9. Themes of the War
10. D-Day
11. V-E Day
12. V-J Day
13. Nuremberg Trials
14. Nazi War Tribunal
15. Evidence
16. Conviction

Unit 4 – Nationalism & Cold War1. Korean War
2. Causes
3. Canada at War
4. Ceasefire
5. Vietnam
6. Causes of the War
7. Course of events
8. The War America Lost
9. Fall of the USSR

Unit 5 – Global Issues1. Gulf War
2. Attacking Iraq in 1991
3. Bosnia
4. Rwanda
5. Terrorism
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| Course Resources |
| Textbook: World History: Perspectives on the Past |

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| **ASSESSMENT AND EVALUATION** |

Grades 10-12 students will be provided with a percentage score and competency levels. The student’s achievement mark will be based on the following:

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| Assessment Categories | Assessment Weighting | Learning Outcomes Assessed |
| Assignments | 25% | 1. Death of the Old Order
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| Tests | 25% | 1. The Toleration State
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| Independent Project  | 10% | 1. National Sovereignty + Collective Security
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| Current Events | 10% | 1. Self Determination and the Super Powers
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| Daily Comprehension | Competencies | 1. Global Issues
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| Final  | 30% |  |
| Total  | 100% |  |

**COMPETENCIES RUBRIC**

The competencies come from the aims and goals of the curriculum which are broad statements identifying what students are expected to know, understand, and be able to do upon completion of study of this course:

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| 1-Beginning | 2-Developing | 3-Progressing | 4-Established |
| With help understands parts of the simpler concepts and performs a few of the simpler processes. | Understands the simpler concepts and performs the simpler processes. | Understands more complex concepts and is able to perform complex processes that are explicitly taught. | Has a deep understanding of complex concepts and processes and can apply to new situations. |

**FACTORS AFFECTING ACHIEVEMENT RUBRIC**

Those habits, expectations, behaviours and attitudes that affect learning: The Factors Affecting Achievement have been grouped under four categories: Confidence, Collaboration, Organization, and Responsibility.

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| 1-Beginning | 2-Developing | 3-Progressing | 4-Established |
| Meets some expectations with continual guidance and frequent reminders. | Meets most expectations with some guidance and several reminders. | Meets all expectations with minimal guidance and occasional reminders. | Meets all expectations independently, provides a positive influence. |

**Academic Legend**

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| **Grades 10-12** |
| 95-100 - Demonstrates mastery of the term outcomes80 -94 - Consistently meets the term outcomes65 -79 - Usually meets the term outcomes50-64 - Approaches the term outcomes<49 - Does not yet meet the term outcomesINS - Insufficient evidence to evaluateNA – Not Applicable this term |

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| **ASSESSMENT EXPECTATIONS** |

**Teacher Guidelines** *as per Division Policy and the Assessment and Evaluation Handbook*In instances where it isn’t practical to speak directly to the classroom teacher due to time restrictions students are asked to speak with an administrator. It is always preferable to be done in advance but we understand that in legal, medical and compassionate situations time does not always allow for advanced warning.

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| **Submitting/Demonstrating Assessments** | Please submit your assignments directly to the classroom teacher or to the location determined by the teacher for submitted work on the assigned due date. |
| **Late Assessments** | In the event that an extension is needed, the student is required to meet with the teacher in advance, if possible to determine a mutually agreed-upon plan of action.If extensions are becoming habitual, the teacher may contact an administrator to determine the best course of action. |
| **Reassessment**  | Circumstances may warrant the provision of the opportunity to be reassessed on an assignment, activity*,* or an examination in order to establish the most consistent demonstration of learning. If a student thinks this applies to his/her situation the student is required to meet with the teacher to determine a mutually agreed-upon plan of action. |

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| **Recommend Policy** |
| The following criteria must be met for a student to be considered for a recommend in each of his or her classes: student absences must fall within the guidelines in the school handbook (12 absences). Although school approved absences are excluded, students need to be aware that when combined with excused and unexcused absences, school approved absences could take a student over their totals. If this occurs, a meeting between the appropriate grade level administrator and the teacher will take place to consider the absences.All assignments and exams must be completed by their due dates and examinations must be written on the assigned date unless alternative arrangements have been made between the student and teacher in advance of the due date. The student is responsible to initiate such a request. *Completion is dependent upon the student adequately meeting the criteria of the assignment in breadth and depth.*The number of exams that must be written are as follows: Grade ten through twelve students will be required to write a minimum of two final exams per semester regardless of the number of classes the student takes in a particular semester. *Where required, Language Arts classes written may be either in French or English.* In grade ten a student must write one Math or Science exam and one *Language Arts* or Social Science exam as two of the four exams written; for Immersion students a minimum of one of these core exams must be in French. During the grade eleven and twelve years combined, a student must write each of the following: one Math, one Science, one Language Arts, and one Social Science; of these four exams a minimum of two must be at the 30 level. As well Immersion students must write at least two exams in French. If a student attends St. Mary for only grade twelve the grade twelve student exam requirements would be one Math or Science and one Language Arts or Social Science; for Immersion students one of which must be in French. |

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| **ACADEMIC INTEGRITY** |
| St. Mary High School supports the development of a culture of student responsibility and academic integrity. Students are expected to familiarize themselves with the expectations outlined in the student handbook regarding academic honesty and to uphold the expectations with regard to plagiarism, cheating, timeliness and overall student responsibility. |
| **Academic Integrity is:*** Providing evidence of one’s own learning through demonstration of responsibility, honesty, trust and respect.
* Planning for and completing assignments and assessments to the best of one’s ability by following the assignment guidelines given by the teacher.
* Citing research, knowledge and evidence of others.
* Meeting deadlines set by the teacher. Extenuating circumstances must be discussed with the teacher.

**Lack of Academic Integrity is:*** Cheating.
* Plagiarism:
	+ turning in someone else's work as your own;
	+ copying words or ideas from someone else without giving credit;
	+ failing to put a quotation in quotation marks;
	+ giving incorrect information about the source of a quotation;
	+ changing words but copying the sentence structure of a source without giving credit;
	+ copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not ;
	+ Using an image, video or piece of music in a work you have produced without receiving proper permission or providing appropriate citation is plagiarism.

*What Is Plagiarism?* (n.d.) Retrieved May 20, 2015, from <http://plagiarism.org/citing-sources/whats-a-citation>* Having others complete the work.
* Buying papers from the internet.
* Resubmission of previously submitted work.

**Cases of Infringement** * Each incident infringement with academic integrity must be reported to the grade-level administrator.
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**Criteria for Recommends**

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| **Grade 10** |
| 1 Math**OR**1 Science |
| 1 Language Arts (English or French)**OR**1 Social Science |
| * Students must write at least 2 exams per semester (4 within the year) regardless of the number of classes taken each semester.
* French Immersion students must write a minimum of 1 exam in French.
* Social Science options include History, Native Studies, Psychology, Law.
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| **Grade 11 and Grade 12** |
| 1 Math |
| 1 Science |
| 1 Language Arts(English or French) |
| 1 Social Science |
| * Students must write at least 2 exams per semester (4 within the year) regardless of the number of classes taken each semester.
* Of the 4 required exams, 2 must be at the 30 level.
* French Immersion students must write a minimum of 2 exams in French.
* Social Science options include History, Native Studies, Psychology, Law.
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| **Students Attending SMHS in Grade 12 ONLY** |
| 1 Math**OR**1 Science |
| 1 Language Arts (English or French)**OR**1 Social Science  |
| * Students must write at least 2 exams per semester (4 within the year) regardless of the number of classes taken each semester.
* Of the 2 required exams, 1 must be at the 30 level.
* French Immersion students must write a minimum of 1 exam in French.
* Social Science options include History, Native Studies, Psychology, Law.
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