

History 10 – Distance Education

GENERAL INFORMATION

- i. History 10 – 2017/2018
- ii. Instructor – Rene Cannon
- iii. Contact Information
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COURSE DESCRIPTION

- i. The goal of the grade ten history is to help students understand the basic organizations of industrialized, democratic societies. The history program uses the past to show students how fundamental social organizations developed in the late eighteenth and nineteenth centuries.
- ii. Prerequisite – N/A

STUDENT LEARNING OUTCOMES

Learning Outcomes/Areas of Study from the History 10 Curriculum include:

UNIT ONE: Political Organizations

- examines the problems French society faced in attempting to move from an absolutist political organization to one based on principles of equality and liberty.

UNIT TWO: Economic Organizations

- the development of economic infrastructures that made the industrial revolution possible. The unit examines how British society in the eighteenth and nineteenth centuries evolved as it went through the industrialization process.

UNIT THREE: Ideology and the Decision Making Process

- As society changed there were the ideological struggles between and among the social classes as industrializing societies attempt to reconcile competing interests. We will examine the major political ideologies (conservatism, liberalism, socialism, and nationalism) that were developed in the nineteenth century in an attempt to accommodate different points of view.

UNIT FOUR: International Economic Organizations

- In the late nineteenth century Western technological societies had a major impact on the rest of the world. We will look at the various ways societies were forced to deal with a new culture and the impact that imperialism had on the European world.

UNIT FIVE: International Political Organizations

- Prior to the outbreak of World War I the nations of Europe made a series of decisions which culminated in war. We will examine the relations between European countries prior to World War I in order to gain some understanding of international relations.

TEACHING STRATEGIES

- i. History 10 will be a digital, project-based course delivered through Moodle. While you will be able to work on this course at whatever time suits you, there will be a suggested set of deadlines in order to help you succeed in completing the course within the given semester. Projects may include, but will not be limited to:
 - a. Journals
 - b. Discussion Forums
 - c. On-line Presentations
 - d. Research Projects
- ii. Sample deadlines
 - a. Semester One
 - September 5 - September 22: Unit One – Political Organizations
 - September 25 – October 27: Unit Two - Economic Organizations
 - October 30 - November 17: Unit Three – Ideology and the Decision Making Process
 - November 20 - December 1: Unit Four – International Economic Organizations
 - December 4 - January 5: Unit Five – International Political Organizations
 - January 8 - January 19: Research Project
 - b. Semester Two
 - February 1 - February 16: Unit One – Political Organizations
 - February 19 - March 23: Unit Two - Economic Organizations
 - March 26 - April 20: Unit Three – Ideology and the Decision Making Process
 - April 23 - May 18: Unit Four – International Economic Organizations
 - May 22 - June 1: - Unit Five – International Political Organizations
 - June 4 - 15: Research Project

Final exams will be given through a supervising teacher on a date that will be pre-arranged according to the student's exam schedule. In the event that a student is not registered within a school or does not have a supervising teacher, special arrangements will be made.

The goals of the History 10 curriculum are as follows:

Knowledge objectives:

- Understand that humans establish various kinds of organizations as a means of systematically meeting their needs and wants;
- Understand that individuals within organizations must have some way of resolving differences and making and enforcing conclusions so that a collective course of action can be carried out;
- Understand that industrial societies are based on a complex system of political and economic organizations, which makes possible the production of goods and services;
- Understand that whenever groups, societies or nations interact, they do so according to patterns of beliefs and values which are both implicitly and explicitly accepted by the members of the group; and,
- Understand that nations must live within a community of other nations in which the sovereignty of one nation must be reconciled with the sovereignty of another.

Skills/abilities objectives:

- Learn to make hypotheses based on reasonable assumptions and inferences;
- Learn to test hypotheses using established criteria; and,
- Learn to organize data so that relationships within the data may be analyzed.

Values objectives:

- Appreciate the necessity of interdependence within human relationships;
- Appreciate the legitimate constraints that interdependence places on the actions of individuals and nations; and,
- Appreciate the need for social organizations to bring order to social life.

COURSE MATERIALS

- i. Textbook needed: World History: Patterns of Civilization by Burton F. Beers
- ii. Any projects requiring multimedia presentations or tools can be created using whatever software/equipment is available at your home or school. The instructor and students will work together to ensure that all assignments can be completed using what is available.

EVALUATION:

Learning outcomes for History 10 are divided within the main units/modules and will be assessed in the following way throughout the course:

Module Assignments and Projects – 60%

- In the different units, there will be assignments or projects that will take more time and research to complete; these will be posted as major assignments. A specific marking rubric or breakdown will be provided on each assignment page. Assignments in this category will come at the end of a module as summative evaluation. These assignments will ask you to demonstrate your understanding of several skills and ideas.

Research Project – 10%

- The final project will be an agreement between the teacher and the student. Students may choose whichever medium(s) they would like and will be provided with an assessment pertinent to that medium prior to beginning the final project.

Final Exam – 30%

- A comprehensive final exam will be given when the student has completed the course work. The exam will be a reflection of the material and learning outcomes that have been assessed throughout the semester

On the final page of this syllabus, you may view a sample rubric that will be used for assessment.

Holistic Scoring Guide

Insightful: Assignment/response is insightful and sophisticated and demonstrates confident control of language. Assignment expectations are exceeded on one or more levels. The assignment/response astutely conveys the message and achieves the purpose for the intended audience. The assignment/response is well-crafted, fully developed, well organized, can coherent. Sentences are varied and polished. The few errors are likely the result of risk-taking.

Thoughtful: Assignment/response is thoughtful and clear and demonstrates effective control of language. The assignment/response clearly conveys the message and achieves the purpose for the intended audience. The assignment/response is fully developed, logical, organized, and coherent. Sentences are varied and correct. The few errors do not impede communication.

Straightforward: Assignment/response is straightforward and predictable and demonstrates adequate control of language. The assignment/response clearly and predictably conveys the message to achieve the purpose and demonstrates some awareness of the intended audience. The assignment/response is adequately developed with sufficient, but formulaic organization. Common sentence constructions are correct but show little variety. Minor errors, though noticeable, do not impede understanding.

Adequate: Assignment/response is adequate and demonstrates rudimentary control of language. The assignment/response conveys a recognizable message in a simple way and neither consistently achieves purpose nor consistently demonstrates awareness of the intended audience. The assignment/response is understandable but would benefit from more development. Common and simple constructions are generally correct but show little variety. Some errors impede understanding.

Limited: Assignment/response is limited and demonstrates uneven control of language. The assignment/response conveys a limited, over-generalized message that addresses only a portion of the prompt and does not achieve the purpose. The assignment/response demonstrates limited awareness of the intended audience. The assignment/response demonstrates less than adequate planning. Common and simple sentence constructions demonstrate some control, but attempts at variety result in awkwardness and obscured meaning. Frequent errors impede understanding.

Unclear: Assignment/response is unclear and unfocused and demonstrates little to no control of language. The assignment/response is unfocused and unclear. The assignment/response demonstrates no awareness of the intended audience. The assignment/response does not show evidence of planning, and it is difficult to determine main ideas. Sentences are incomplete, run-on, and/or simple in structure. Many errors obstruct and prevent understanding.

Not scorable: Assignment/response is too short to warrant a mark.

*Saskatchewan Curriculum