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Central School

Home School Package

**Year: *13 SPFSC HISTORY***

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**HOME SCHOOL PACKAGE CONTENT**

**LESSON ONE Weeks 1, 2, 3 & 4**

**LESSON TWO Weeks 5, 6, 7 & 8**

**LESSON THREE Weeks 9 & 10**

**LESSON FOUR Weeks 11 & 12**

**LESSON ONE**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpg Teacher | Name : *Masu Vocor*  Subject : *History* |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date | Term 2 : *Weeks 1, 2, 3,& 4* |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | *Strand 2*: ***Changes in the Balance of Power in the Pacific, 1914-1945***  *Sub-strand 2.1 : The change in the Balance of Power in the Pacific 1914-1945* |
| Learning outcomesLearning outcomes | **Major Learning Outcome:**  ***Students are able to demonstrate an understanding of the changes in the balance of power in the Pacific in the interwar period, 1914-1945***   |  | | --- | | ***Specific Learning Outcomes:*** | | *Define balance of power* | | *Identify the countries that were part of the change in the balance of power in the Pacific* | | *Describe the change in the balance of power in Polynesia, Micronesia and Melanesia after World War 1* | | *Explain why the balance of power changed in Polynesia, Micronesia and Melanesia after WWI* | | *Describe the role of the new imperial powers under the Mandate system* | | *Discuss the issues that gave rise to a growing dissatisfaction with the imperialist administrations across the Pacific region in the interwar period using the experiences of particular Pacific peoples as detailed case studies* | | *Evaluate theimpactofthenewbalanceofpowerinthePacificonthepoliciesusedbythe imperialist administrations towards the Pacificpeoples using specific examples* | | *Identify ways with which the Pacific peoples expressed their growing dissatisfaction with the imperialist administration* | | *Describe the ways with which the Pacific peoples expressed their growing dissatisfaction with the imperialist administration* | | *Describe the ways with which the imperialist administration enforced their dominance* | | *Discuss the ways with which the Pacific peoples expressed their growing dissatisfaction with the imperialist administration using the experiences of specific Pacific peoples as detailed case studies* | |
| TopicIntroduction | **Balance of Power**  *Is the way in which power is distributed between rival groups or countries. If we talk about the balance of power in the Pacific before the First World War then we are talking about how power was distributed among the rival imperial powers like USA, Great Britain, France, Germany and the Netherlands in the Pacific. If we are referring to the period after WW I then we are talking about the distribution of power between Great Britain, France, USA, Australia and New Zealand in the Pacific.* |
| Catch | ***With great power comes wealth*** |
| Learners notes 1  Learners notes | *Handout : Unit 6 Impact of the Pacific War*   * *Background to the Pacific War* * *War comes to the Pacific* * *Fighting spreads into the Pacific*   *Lesson Note 2 (Moodle)- Soft copy of the diagram on the change in the balance of power in the Pacific* |
|  |  |
|  | *Unit 6 – Activities 6.1, 6.2, 6.3 & 6.4* ***(weeks 1 & 2)***  *Complete Lesson Activitiy 1-(Moodle)-* ***(weeks 3 & 4)*** |
| Assignment | *Complete table on ‘Pacific Islanders involvement with the World Wars’ due 22 May* ***(week 2)***  *Essay one : Strand 1 ‘Imperialism in the Pacific ; 1870 -1914’ due 12 June* ***(week 4)*** |
| Assessment | *Internal Assessment 15% due 22nd - 26th June (****week 6)***  ***Refer to : SPFSC 2020 Full IA Program***  *Independent Research – Strand 2 : Changes in the Balance of Power in the Pacific, 1914-1945* |
| Reference ClipartReferences | https://eqap.moodle.school/ |

**LESSON TWO**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpg Teacher | Name : *Masu Vocor*  Subject : *History* |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date | Term 2 : *Weeks 5, 6, 7 & 8* |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | *Strand 2*: ***Changes in the Balance of Power in the Pacific, 1914-1945***  *Sub-strand 2.1 : The change in the Balance of Power in the Pacific 1914-1945* |
| Learning outcomesLearning outcomes | **Major Learning Outcome:**  ***Students are able to demonstrate an understanding of the changes in the balance of power in the Pacific in the interwar period, 1914-1945***   |  | | --- | | ***Specific Learning Outcomes:*** | | *Define balance of power* | | *Identify the countries that were part of the change in the balance of power in the Pacific* | | *Describe the change in the balance of power in Polynesia, Micronesia and Melanesia after World War 1* | | *Explain why the balance of power changed in Polynesia, Micronesia and Melanesia after WWI* | | *Describe the role of the new imperial powers under the Mandate system* | | *Discuss the issues that gave rise to a growing dissatisfaction with the imperialist administrations across the Pacific region in the interwar period using the experiences of particular Pacific peoples as detailed case studies* | | *Evaluate the impact of the new balance of power in the Pacific on the policies used by the imperialist administrations towards the Pacificpeoples using specific examples* | | *Identify ways with which the Pacific peoples expressed their growing dissatisfaction with the imperialist administration* | | *Describe the ways with which the Pacific peoples expressed their growing dissatisfaction with the imperialist administration* | | *Describe the ways with which the imperialist administration enforced their dominance* | | *Discuss the ways with which the Pacific peoples expressed their growing dissatisfaction with the imperialist administration using the experiences of specific Pacific peoples as detailed case studies* | |
| TopicIntroduction | **Balance of Power**  *Is the way in which power is distributed between rival groups or countries. If we talk about the balance of power in the Pacific before the First World War then we are talking about how power was distributed among the rival imperial powers like USA, Great Britain, France, Germany and the Netherlands in the Pacific. If we are referring to the period after WW I then we are talking about the distribution of power between Great Britain, France, USA, Australia and New Zealand in the Pacific.* |
| Catch | ***With great power comes wealth*** |
| Learners notes 1  Learners notes | *Handout : Unit 6 Impact of the Pacific War*   * *Effects of the War* * *Change in attitude and expectations* * *Change in Governce*   *Lesson Notes 10 & 11 -(Moodle)-* |
|  |  |
|  | *Unit 6 – Activities 6.1, 6.2, 6.3 & 6.4* ***(weeks 5 & 6)*** *Review activities based on SLOs*  *Complete Lesson Activitiy 2-(Moodle)-* ***(weeks 7 & 8)***   * *Use lesson note 12 (France in New Caledonia)* |
| Assignment | *Essay Two : Strand 1 ‘Imperialism in the Pacific ; 1870 -1914’ due 3 July* ***(week 7)*** |
| Assessment | *Internal Assessment 15% due 22nd - 26th June (****week 6)***  ***Refer to : SPFSC HISTORY 2020 Full IA Program***  *Independent Research – Strand 2 : Changes in the Balance of Power in the Pacific, 1914-1945* |
| Reference ClipartReferences | https://eqap.moodle.school/ |

**LESSON THREE**

|  |  |
| --- | --- |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpg Teacher | Name : *Masu Vocor*  Subject : *History* |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date | Term 2 : *Weeks 9 & 10* |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | *Strand 2*: ***Changes in the Balance of Power in the Pacific, 1914-1945***  *Sub-strand 2.1 : The change in the Balance of Power in the Pacific 1914-1945* |
| Learning outcomesLearning outcomes | **Major Learning Outcome:**  ***Students are able to demonstrate an understanding of the changes in the balance of power in the Pacific in the interwar period, 1914-1945***   |  | | --- | | ***Specific Learning Outcomes:*** | | *Define balance of power* | | *Identify the countries that were part of the change in the balance of power in the Pacific* | | *Describe the change in the balance of power in Polynesia, Micronesia and Melanesia after World War 1* | | *Explain why the balance of power changed in Polynesia, Micronesia and Melanesia after WWI* | | *Describe the role of the new imperial powers under the Mandate system* | | *Discuss the issues that gave rise to a growing dissatisfaction with the imperialist administrations across the Pacific region in the interwar period using the experiences of particular Pacific peoples as detailed case studies* | | *Evaluate the impact of the new balance of power in the Pacific on the policies used by the imperialist administrations towards the Pacific peoples using specific examples* | | *Identify ways with which the Pacific peoples expressed their growing dissatisfaction with the imperialist administration* | | *Describe the ways with which the Pacific peoples expressed their growing dissatisfaction with the imperialist administration* | | *Describe the ways with which the imperialist administration enforced their dominance* | | *Discuss the ways with which the Pacific peoples expressed their growing dissatisfaction with the imperialist administration using the experiences of specific Pacific peoples as detailed case studies* | |
| TopicIntroduction | **Balance of Power**  *Is the way in which power is distributed between rival groups or countries. If we talk about the balance of power in the Pacific before the First World War then we are talking about how power was distributed among the rival imperial powers like USA, Great Britain, France, Germany and the Netherlands in the Pacific. If we are referring to the period after WW I then we are talking about the distribution of power between Great Britain, France, USA, Australia and New Zealand in the Pacific.* |
| Catch | ***With great power comes wealth*** |
| Learners notes 1  Learners notes | *Supplementary Note : ‘World War II in the New Hebrides’*   * *The Condominium/US Military Relationship* * *The Impact of American Occupation* |
|  |  |
|  | *Complete Cornell Notes based on supplementary handout specific to SLOs (***His2.1.4.2, His2.1.2.4, His2.1.4.3)** |
| Assignment |  |
| Assessment | *Internal Assessment 15% due 22nd - 23th September*  ***Refer to : SPFSC HISTORY 2020 Full IA Program***  ***Interpreting and Analysing Historical Sources*** *– Strand 3 : Impact of World War 2 in the Pacific, 1945 to early 1960s* |
| Reference ClipartReferences |  |



**WEEKLY CHECKLIST For Parents**:

Term: 2 Week number 1 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tick when activity is complete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 2 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tick when activity is complete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 3 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tick when activity is complete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: Term: 2 Week number 4 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tick when activity is complete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 5 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tick when activity is complete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 6 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tick when activity is complete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: Term: 2 Week number 7 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tick when activity is complete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: Term: 2 Week number 8 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tick when activity is complete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term Term: 2 Week number 9 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tick when activity is complete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 10 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tick when activity is complete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 11 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tick when activity is complete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 12 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tick when activity is complete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: Term: 2 Week number 13 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Number of lessons** | **Days** | **Tick when activity is complete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |