



7th grade Humanities- International Baccalaureate Middle Years Program

Instructor Information

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Course Description

This course is designed for students enrolled in the International Baccalaureate Diploma Program. It provides a comprehensive study of [subject name], emphasizing critical thinking, research skills, and a global perspective. Students will engage in a variety of activities, assessments, and projects to deepen their understanding of the subject and develop the skills necessary for success in the IB assessment.

Materials

- A charged laptop.
- A notebook.
- Pencil or mechanical pencil.

Assessment

MYP Criteria

- Students are assessed according to the [IB Rubric](#) for Individuals and Societies.
 - Criteria A: Knowledge and Understanding
 - Criteria B: Investigation
 - Criteria C: Communication
 - Criteria D: Critical Thinking
 - By the end of each semester, students will have a minimum of 8 criteria grades.
- **Formative** assessments guide teacher instruction and give students feedback on their progress.
- **Summative** assessments are assigned as a way for students to demonstrate their knowledge and to “show what they have learned.”



Class Schedule

Unit 1: How are societies governed

- Week 1-3: Introduction to the three systems of government & monarchies in UK & Japan
 - Reading: What is a monarch? What is a monarchy like in the UK & Japan?
 - Activities: Think-See-Wonder map of monarchies, commonwealth countries, emirates
 - Assessment: Criteria C- summarize a monarchy in 75 words, Compare/contrast the monarchies of the UK and Japan, Criteria D: Is a monarchy a fair system of governance?
- Week 4-5: Democracies & Republics- How have modern democracies developed?
 - Reading: What is a democracy? What is a republic?
 - Activities: Pair and share democracy quotes to explain to the class. Videos on 7 different turning points in democracy
 - Assessment: Podcast on the historical development of democracies
- Week 6-7: What is a dictatorship
 - Reading: 5 features of a totalitarian state
 - Activities: Video on North Korea, Case study- Life in North Korea
- Week 8 Final assessment
 - Assessment: How are societies governed?- final task exploring dictatorships, totalitarian features, monarchies and reflecting on which system of government is most fair and why?

Unit 2: The Holocaust and Human Behavior

- Week 1-2: Events leading up to WW2 and the Holocaust, dictators in the 1920s-1940s
 - Activities: journal, discussion, create a timeline, watch "A Day in Warsaw", Documentary (6 minutes), create a KWL chart, TedTalk on "what is power"
 - Assessment: Timeline, Edpuzzle on the forms of power
- Week 3-4: The Rise of Hitler and the Nazi party
 - Reading: Facing history Nazi party beliefs, Nazi children's book
 - Activities: discussions, Disney's propaganda on the cartoon, "Education for Death"
 - Assessment: Analyze Nazi children's book and the use of propaganda
- Week 5: Propaganda & how it is used
 - Activities: modern day propaganda search, jigsaw teaching on different forms of propaganda used in Nazi Germany and types of power that was leveraged
 - Assessment: National Archives propaganda analysis



- Week 6-7
 - Activities: Create summative: museum gallery boxes
 - Assessment: Museum boxes incorporating various forms of power and propaganda within Nazi Germany and the events that led to the Holocaust from 1920s-1940.

Unit 3: National History Day

- Week 1-2: Topic Brainstorming and decoding topic
 - Activities: Topic Brainstorm, and decoding topic ~ pair and share with peers to ask questions
 - Assessment: formative decoding your topic task
- Week 3-4: Deep research week & annotated bibliography
 - Activities: Research question & Graphic organizer~ peer feedback
 - Assessment: formative grade in graphic organizer and research question
- Week 5-6: Building your thesis & final project
 - Activities: Thesis creation ~ play games; "What's your point?"
 - Assessment: Thesis with evidence task
- Week 7-8: Final project
 - Activities: Students use class time to put together final projects(exhibit, website, performance, paper or documentary)
 - Students complete process paper, and annotated bibliography

Unit 4: Where are all the people?

- Week 1-2: What has been the pattern of global population change?
 - Reading: [Chapters/pages]
 - Activities: Population graphs and pyramids- what can they tell us? & The pattern of global population change based on primary sources and data
 - Assessment: [Quiz/Assignment]
- Week 3-4: Processes that contribute to population change?
 - Reading: pages 1'm 88-93 MYP year 3 book
 - Activities: Birth rate, death rate and migration analysis and discussion, current policies in China and women's rights around the world. Summarize what is happening in different governments in relation to control population.
 - Assessment: [Quiz/Assignment]
- Week 5-6: How can we model population change along
 - Activities: Discuss the Demographic Transition Model (DTM) and match population pyramids to the current DTM of a country. Case study of Nigeria (overcrowding), case study of Hong Kong (aging population), case study of Detroit (declining population)
 - Assessment: Create a table that defines the issues of various populations and identifies, social issues, benefits and solutions to those problems



- Week 7-8: Population infographic
 - Activities: 17 UN sustainable development goals. Create a population infographic looking at statistical data, researching the work of Hans Rosling to create an interesting visual that answers the questions 'What are the reasons for current population structure? Are there any issues for the country with the existing population structure? What solutions or suggestions would you recommend for the government to help the country to develop in the future?'
 - Assessment: Population infographic assessing Criteria A: Knowing and Understanding and Criteria C: Communicating

Policies

- [AI policy](#)
- [Attendance Policy](#)
- [Academic Integrity Policy](#)
- [Grade Appeal Policy](#)
- [Cell phone policy in Student Handbook](#)
- Communication: email Monday through Friday, if you don't hear from me within 24 hours during the week, follow up.
- [Late work Policy](#)
 - **Grades 6-8:**
 - **Extension Requests:** Students must email the teacher prior to class and copy (cc) their parent or guardian to request an extension.
 - **Formative Assignments:** All formative work must be submitted before the corresponding summative assessment. Formative work will not be accepted after the summative assessment is complete.

Resources and Support

- **IB Resources:**
 - [Humanities Subject Brief](#): An outline of MYP language and literature as defined by the international baccalaureate.
- **Student Support:**
 - Support Blocks: Twice weekly block, lead by class teachers, for students to receive extra support in their courses.
 - Tune-Up Program: An individualized support program, lead by learning specialists, for recommended students to receive extra support in language arts or math.
 - Student Success Plans: Organized by our Student Life Coordinator, offering specific accommodations and modifications based on student needs.
 - Homeroom/Advisory: Students organize planners and review homework daily during homeroom blocks. Teacher advisors check in with students individually.
- **Online Platforms:**



- [ManageBac](#)
 - Students are expected to check their ManageBac calendar each week day.
- [Riverstone's Toolbox](#)
 - A list of available tools, accommodations, and modifications used in Riverstone International School.

Grading Scale



MYP Grade Descriptors

IB MYP Grade	Grade Boundary (1-8 in four criterion)	Grade Translation	GPA Points	Grade Descriptor
7	31-32 28-30	A+ A	4.0	Consistently completes the most challenging aspects of a task to an exceptional level of complexity and demonstrates synthesis and very high level of familiarity with the required content. There is a demonstration of ability to move beyond the required content.
6	24-27	A	4.0	<i>Produces high quality, occasionally innovative work, communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar situations, often with independence.</i>
5	21-23 19-20	A- B+	3.75 3.5	Usually completes challenging tasks to an appropriate, competent and complex level with very strong transfer of skill to new situations. Work is completely satisfactory on every level.
4	17-18 15-16	B B-	3.25 3.0	<i>Produces good quality work, communicates proficient understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates proficient critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom contexts, but requires support in unfamiliar contexts.</i>
3	13-14 11-12 10	C+ C C-	2.75 2.25 2.0	Adequate demonstration of the most basic and many complex elements of the task. Work demonstrates an ability to apply learned content in familiar situations and some ability to achieve in unfamiliar situations with support.
2	6-9	D	1.0	Limited demonstration of basic elements of the task. Achievement beyond a basic level requires significant support and guidance. Work demonstrates a basic recall and demonstration of some skills and content.



1	1-5	F	0.0	<i>Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills. Infrequently applies knowledge and skills.</i>
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Note

This syllabus is subject to change at the instructor's discretion. Any changes will be communicated to students in a timely manner.