



Course Name: History of the Americas

Course Level: 11 & 12

Course Code: HS 400/1

Course Length: Two years

Pre-requisite: participation in the MYP

Syllabus for Teachers, Administrators, & Parents
(Students and parents are to receive pages 1 and 2.)

Instructor:

Email:

Conference Period:

Description:

The IB History program at City High School spans the 11th and 12th grades, with the focus primarily on the history of the Americas. It also includes a focused study of the Rights and protest (civil rights in the United States and South Africa). The course will primarily focus on Latin American independence movements, the development of democracy, and social and political movements. This will be done through an in-depth study of countries such as Mexico, Cuba, South America, and others.

The course is designed to provide the student with the analytic skills and factual information necessary to critically assess primary and secondary historical materials in terms of their relevance to given interpretive problems, their reliability and importance, and weigh the evidence and interpretation presented in historical scholarship. Because of the subjective nature of historical interpretation, students will have ample opportunity to evaluate both primary and secondary sources. They will be encouraged to ask what makes the study of history a valid and valued pursuit. How does human emotion influence the historical record? Why do different accounts of the same event exist? Is it possible to study history in a scientific manner? This course will help students access the knowledge and develop the skills necessary to answer these questions and others similar to them, and arrive at conclusions on the basis of informed research and to present reasoned evidence clearly and persuasively in either an oral or written format.

Course Objectives:

The course objectives include: (reference to learner profile)

1. Improve reading comprehension, interpretation, and writing skills
(Inquirers)

2. Improve research skills using historical resources such as primary and secondary written material, photographs, artifacts, and statistical information. (Inquirers, Knowledgeable)
3. Assess primary source readings (Thinkers, Open-minded,)
4. Interpret maps gaining knowledge which can be applied elsewhere (Thinkers, Knowledgeable)
5. Draw conclusions and make generalizations from data (Thinkers, Inquirers)
6. Explain charts and graphs (Communicators, Thinkers)
7. Gather, classify, and interpret data (Knowledgeable)
8. Compare and contrast differing sets of ideas, beliefs, values, personalities, and institutions (Reflective, Caring, Open-minded, Risk-takers)
9. Explain cause and effect relationships (Communicators, Thinkers)
10. Work cooperatively with others (Caring, Risk-takers, Principled, Open-minded)
11. Recognize connections among different branches of the humanities (Reflective, Balanced)

Aims of the DP History Course:

- develop an understanding of, and continuing interest in, the past
- encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events, and developments.
- promote international-mindedness through the study of history from more than one region of the world.
- develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives.
- develop key historical skills, including engaging effectively with sources.
- increase student's understanding of themselves and of contemporary society by encouraging reflection on the past.
- promote an understanding of history as a discipline, including the nature and diversity of its sources, methods, and interpretations.
- encourage an understanding of the present through critical reflection upon the past.
- encourage an understanding of the impact of historical developments at the national, regional, and international levels.
- develop an awareness of one's own historical identity through the study of the historical experiences of different cultures.

Note: "The Americas" include North, Central & South America, including the Caribbean.

Topics:

HL:

Paper 1 – Prescribed Subject 4 (Rights and protest) Civil Rights Movement in the United States (1954-1965) **AND** Apartheid in South Africa (1948-1964)

- Paper 2 – World History Topic 8: Independence movements
 Topic 9: Evolution and development of democratic states (1848-2000)
- Paper 3 – Option 14: Political developments in Latin America (1945-1980)
 Option 17: Civil rights and social movements in the Americas
 post-1945
 Option 18 the Americas (1980-2005)

SL:

- Paper 1 – Prescribed Subject 4 (Rights and protest) Civil Rights Movement in the United States (1954-1965) **AND** Apartheid in South Africa (1948-1964)
- Paper 2 – World History Topic 8: Independence movements
 Topic 9: Evolution and development of democratic states (1848-2000)

Course Overview:

General Course Outline and Pacing of Standards:

Junior year topics (and standards addressed)

1. Case study of Mexico's independence and move to democracy (P2.9 P3.11)
2. Case study of Cuba's independence movements and subsequent political developments (P2.8; P3.14)
3. Study of social movements in the US: Including Black Panthers, Malcolm X Feminism, Hispanic movements, and the role of government (P3.17, P1).
4. Terrorism, 9/11, and the domestic response of the US Government. (P3.18)
5. Possible other topics include India's independence and move to democracy and Vietnamese independence (P2.8&9).
6. Junior year students also work at creating a framework for addressing IB essay prompts within the context of the above topics.

Senior year topics:

1. Paper 1 prescribed subject 4: Rights and Protests. Includes US Civil Rights and Apartheid in South Africa (P1, P3.17)
2. Internal Assessment (IA): A historical investigation
3. South African Independence and move to democracy (P28&9).
4. The Americas (1980-2005): American presidents Reagan, HW Bush, and Clinton focused on domestic and foreign policy within the hemisphere.
5. 3-4 weeks for IB exam review.
6. Senior year students focus on using specific facts and analysis to address IB prompts within the context of all topics.

Assessments:

While some formative assessments will be used, most assessments will be of the summative variety throughout the course. All assessments will address one or more of the IB Assessment Objectives: Knowledge and Understanding, Application and interpretation, Synthesis and Evaluation, and Use of Historical Facts.

Internally, students will be assessed using traditional summative types of testing such as multiple-choice, short answer, and essay questions. Formative assessments, utilizing journal writing, self-graded quizzes, peer-edited essays, individualized note-taking strategies, and various non-graded homework assignments, will be used to gauge the student's learning on a more frequent basis than the summative assessments. Students will complete a major historical investigation during the second year of the course, usually beginning during the previous summer. Throughout the junior year, students will be introduced to the six assessment criterion used to score the internal historical investigation required in the senior year. Ample opportunities will be given for students to gain the knowledge and skills necessary to master criterion A – F. By the end of the junior year, students will be fully aware of the expectations inherent in both the internal and external assessments required for gaining an IB diploma.

Externally, students will be expected to complete the IB External Assessment at the conclusion of the second year which will include three papers. Paper one from the prescribed subject, one from either topic 11 or 12, and finally one from options 12, 16, or 18.

Both the external and internal assessments will include the following methodologies:

- essays
- structured problems
- short-response questions
- date-response questions
- text-response questions
- case-study questions
- multiple choice questions and other objective question types

Materials:

A History of Latin America 8th Edition Copyright 2009
(Wadsworth Cengage Learning) ISBN # 978-0-618-78318-2

The Enduring Vision, History of the American People 6th Edition Copyright 2008
(Houghton Mifflin Publishing) ISBN # 978-0-618-80163-3

Technology and Other Resources:

Broad use of Internet sources will be utilized as much of the course will involve research on the part of the student.

Use of news media will be used as a current source of information.

Interview will also be utilized as a viable source of information.

School's Attendance Policy:

Attendance at school is an important part of the learning process. It helps students develop habits that prepare them to be reliable citizens, dependable employees, professionals, and business owners. Attendance at school, in accordance with this policy, is an important part of earning credit in any course.

Students may not exceed twelve (12) total absences (excused, unexcused, and fifteen-minute tardy) per class per semester. The twelve (12) day maximum absences to apply to each class and are not the total of all classes. Excused and unexcused absences are counted.

When a student accumulates 12 absences or more in a semester class the following will apply:

1. If a student passes the class AND earns a 70% or higher on the final exam he/she receives the grade and credit earned in the class.
2. If a student passes a class and earns less than 70% on the final exam, he/she will receive an E for the class and will not earn credit. The principal or designee reserves the right, under extenuating circumstances, to modify this guideline.

GRPS Grading Scale

_____ Performance: (Assessment of understanding and knowledge of concepts)

District Common Assessments (DA): 40%

Teacher Created Assessments (TCA): 30% (summative quizzes, tests, projects)

Homework and Classwork 20%

Participation and Practice 10%

Grading Scale

	<u>A+</u>	<u>Exemplary Level of Performance</u>
<u>93 – 100</u>	<u>A</u>	<u>Outstanding level of performance</u>
<u>90 – 92</u>	<u>A-</u>	
<u>87 – 89</u>	<u>B+</u>	<u>High level of performance</u>
<u>83 – 86</u>	<u>B</u>	
<u>80 – 82</u>	<u>B-</u>	
<u>77 – 79</u>	<u>C+</u>	<u>Acceptable level of performance</u>
<u>73 – 76</u>	<u>C</u>	
<u>70 – 72</u>	<u>C-</u>	
<u>67 – 69</u>	<u>D+</u>	<u>Minimal level of performance</u>
<u>63 – 66</u>	<u>D</u>	

<u>60 – 62</u>	<u>D-</u>	
<u>0 – 59</u>	<u>E</u>	<u>Unacceptable level of performance</u>