

HISTORY IB 11 COURSE OUTLINE

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textbook: A History of the Modern World since 1815, R.R. Palmer and Joel Colton

Global Forces of the Twentieth Century, E. Alyn Mitchner and R. Joanne Tuffs

supplemental reading sources: Twentieth Century History: the World Since 1900, Tony Howarth

Patterns of Civilization, Burton F. Beers

A Map History of the Modern World, Ian Hundey & Michael Magarrey

selected articles for each unit

IB History is part of what IB terms Group 3 subjects. Group 3 subjects study individuals and societies. More commonly, these subjects are collectively known as the human sciences or social sciences. In essence, group 3 subjects explore the interactions between humans and their environment in time, space and place. History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present. Students of history should learn how the discipline works. It is an exploratory subject that poses questions without providing definitive answers. In order to understand the past, students must engage with it both through exposure to primary historical sources and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts.

Group 3 Aims

The aims of all subjects in group 3, individuals and societies, are to:

1. encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; the history and development of social and cultural institutions
2. develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
3. enable the student to collect, describe and analyse data used in studies of society, to test hypotheses and interpret complex data and source material
4. promote the appreciation of the way in which learning is relevant to both the culture in which the student lives and the culture of other societies
5. develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity
6. enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.

History Aims

The aims of the history course are to:

1. develop an understanding of, and continuing interest in, the past
2. encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
3. promote international mindedness through the study of history from more than one region of the world
4. 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
5. develop key historical skills, including engaging effectively with sources
6. increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

Key Concepts For IB History

The IB History course is focussed on 6 key concepts:

Causation
Consequence
Change
Continuity
Significance
Perspectives

In efforts to place thinking at the centre of historical understanding, these ideas have been identified as important tools to think critically about historical issues, solve problems, make decisions, and form judgements.

Approaches to Learning and Teaching

The IB Diploma Programme Approaches to Teaching and Learning are deliberate strategies, skills, and attitude that permeate the IB Teaching and Learning environment. The IB believes that a large influence on a student's education is not only what you learn by how you learn. Teaching students how to learn will improve the quality of teaching and learning across the entire IB spectrum of programmes.

The IB **approaches to learning** skills are:

- Thinking skills
- Communication skills
- Social skills
- Self-management skills
- Research skills

The IB **approaches to teaching** are:

- based on inquiry
- focused on conceptual understanding
- developed in local and global contexts
- focused on effective teamwork and collaboration
- differentiated to meet the needs of all learners
- informed by formative and summative assessment.

Approaches to Learning		BC - Core Competencies	
Communication	Communication Skills - Through interaction - Through language	Communication	Connect and engage with others Acquire (research), interpret and present Explain, recount and reflect
Research	Information Literacy Skills Media Literacy Skills	Collaboration	Work together to pursue common purposes and goals
Social	Collaboration Skills	Social Awareness and Responsibility	Contributing to community/environment Problem solving Valuing diversity Building relationships
Self-Management	Organization Skills Affective Skills - Manage your own state of mind Reflection Skills	Personal Awareness and Responsibility	Self-determination Self-regulation Well-being
Thinking	Critical Thinking Skills Creative Thinking Skills Transfer - Skills and knowledge across different disciplines and subject groups	Positive Personal and Cultural Identity	Relationships and cultural contexts Personal strengths, abilities, values and choices
		Creative Thinking	Novelty and value Generating ideas Developing ideas
		Critical and Reflective Thinking	Analyze and critique Question and investigate Develop and design

Theory of Knowledge

Where applicable links will be made between TOK and the course content. For example, our study of primary sources will include a critical look at the historical context, perspective and how one can use primary documents to understand events/ideas/people in a different way than secondary sources.

COURSE CONTENT

MAIN THEMES

1. The move to Global War (Paper One)
2. Causes, practices and effects of wars (Paper Two)
3. The rise and rule of single party states (Paper Two)

EVENTS

1. THE NINETEENTH CENTURY

- a. background- review political philosophy, major events of the nineteenth century
- b. a survey of dominant nations
- c. themes in nineteenth century history – imperialism, nationalism, militarism

2. THE TWENTIETH CENTURY

- a. World War I
 - origins – long term and immediate causes
 - nature of warfare – battlefield and home front
 - long and short-term consequences inc. Paris Peace Treaties
- b. The Russian Revolution
 - Tsarism and revolutions in 1905 and 1917
 - the Communist revolution and Lenin's legacy
 - Stalin's Soviet Union to 1939
- c. International relations in the 1920's & 30's– the League of Nations
 - attempts at peace and cooperation
- d. The Great Depression
 - causes
 - (if time permits)
 - the USA in the 1930's
 - reactions of the democracies in Europe
- e. The rise of Fascism
 - Mussolini's Italy – his rise and rule
 - Hitler's Germany – his rise and rule
- f. The road to war
 - German and Italian foreign policy
 - the situation in Asia
 - the failure of the League of Nations

ASSESSMENT

There are 4 assessment objectives in history:

Assessment objective 1: Knowledge and understanding

- Demonstrate detailed, relevant and accurate historical knowledge.
- Demonstrate understanding of historical concepts and context.
- Demonstrate understanding of historical sources. (Internal assessment and paper 1)

Assessment objective 2: Application and analysis

- Formulate clear and coherent arguments.
- Use relevant historical knowledge to effectively support analysis.
- Analyse and interpret a variety of sources. (Internal assessment and paper 1)

Assessment objective 3: Synthesis and evaluation

- Integrate evidence and analysis to produce a coherent response.
- Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response.
- Evaluate sources as historical evidence, recognizing their value and limitations. (Internal assessment and paper 1)
- Synthesize information from a selection of relevant sources. (Internal assessment and paper 1)

Assessment objective 4: Use and application of appropriate skills

- Structure and develop focused essays that respond effectively to the demands of a question.
- Reflect on the methods used by, and challenges facing, the historian. (Internal assessment)
- Formulate an appropriate, focused question to guide a historical inquiry. (Internal assessment)
- Demonstrate evidence of research skills, organization, referencing and selection of appropriate sources. (Internal assessment)

The above objectives will be met in this course through a variety of ways:

Assignments will involve using in-depth knowledge and historical interpretations to understand different perspectives or to come to an informed decision on a topic. These assignments will be presented in a variety of creative and engaging ways. Students will also write a practice Internal Assessment paper in preparation for the real thing next year. This will not be assessed as part of their IB grade but will be assessed and commented upon as a way to understand what will be necessary to be successful in Grade 12. Assignment completion will be assessed as part of the work habits mark.

Tests will be either in a source analysis format or an essay format and will be evaluated according to standard IB rubrics (7-point scale).

Homework – It is essential for students to keep up with their reading and note-taking. To aid in this habit, students' notes/homework questions will be taken in periodically to be assessed as to their quality and marked discussions of readings will take place to ensure that students have kept up with the readings. Homework completion will count towards their work habits assessment.

EVALUATION

Report cards will provide a letter grade and a percentage and in the comments section a reflection of where the student stands on the IB scale at that particular moment.

Tests and assignments will be assessed according to the IB 7 point scale, after which an equivalent percentage will be assigned as follows:

7 – 98 - 100%

6 – 96 - 97%

5 – 90 - 95%

4 – 86 - 89%

3 – 70 - 85%

2 – 50 - 69%

1 – 0 - 49%

On the report card a percentage and a letter grade will appear. The letter grades will be determined by the percent as follows:

A- 86-100%

B – 85-73%

C+ - 67-72%

C – 60-66%

C- - 59-50%

Incomplete – 49%-0%

Below is an explanation of the general expectations for each level of the seven-point scale for Group Three (individuals and societies) of which History is a part:

Grade 7

Demonstrates conceptual awareness, insight, and knowledge and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples; a precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyse and evaluate evidence and to synthesize knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analysing and evaluating data or problem solving.

Grade 6

Demonstrates detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyse, evaluate and synthesize knowledge and concepts; knowledge of relevant research, theories and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an ability to analyse and evaluate data or to solve problems competently.

Grade 5

Demonstrates a sound knowledge and understanding of the subject using subject-specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent answers with some attempt to integrate knowledge and concepts; a tendency to be more descriptive than evaluative although some ability is demonstrated to present and develop contrasting points of view; some evidence of critical thinking; an ability to analyse and evaluate data or to solve problems.

Grade 4

Demonstrates a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or “common sense” points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding which is more descriptive than analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability to interpret data or to solve problems and some ability to engage in analysis and evaluation.

Grade 3

Demonstrates some knowledge and understanding of the subject; a basic sense of structure that is not sustained throughout the answers; a basic use of terminology appropriate to the subject; some ability to establish links between facts or ideas; some ability to comprehend data or to solve problems.

Grade 2

Demonstrates a limited knowledge and understanding of the subject; some sense of structure in the answers; a limited use of terminology appropriate to the subject; a limited ability to establish links between facts or ideas; a basic ability to comprehend data or to solve problems.

Grade 1

Demonstrates very limited knowledge and understanding of the subject; almost no organizational structure in the answers; inappropriate or inadequate use of terminology; a limited ability to comprehend data or to solve problems.

WORK HABITS and LEARNER PROFILE

In order to be successful in this course it is imperative that students maintain a balance in their lives and a good attitude. Work habits are an integral part of being successful at this level. Work habits will be assessed using the following criteria:

Criteria	N	S	G
Punctuality	Consistently arrives late to class; not ready to start learning; misses part or the entire class lesson.	Usually arrives on time to class and ready to start learning.	Arrives on time to class and ready to start learning.
Works Independently	Distracts others; not on task; requires close supervision.	Usually focused on task; may need some supervision.	Remains on task without reminders; works quietly and efficiently.
Initiative	Has difficulty starting to work; doesn't ask for help; doesn't get caught up after absence; doesn't participate in class.	Participates when asked; begins to work when assignment given; works hard most of the time.	Volunteers to ask and answer questions; will help others; knows what needs to be done and does it.
Homework	A few assignments and homework complete; answers not checked or corrected.	Homework and assignments usually completed; answers are usually checked and corrected.	Homework and assignments complete; answers have been checked and corrections are made.
Organization	Little attempt to organize notebook or bring textbook, pencils, paper, homework, etc.	Needs some organization of notebook; supplies and materials usually brought to class.	Notebook is organized and complete; supplies and materials present; keeps track of all homework, assignments and important dates.
Teamwork	Interrupts, distracts, or disrupts the learning environment; difficulty working a team.	Usually cooperative; participates and follows the lead of others.	Consistently demonstrates cooperation, respect, and leadership.

The IB learner profile is at the heart of all IB courses and activities. Adherence to its principles is an important component to the IB program and students are encouraged to follow these principles.

As IB learners we strive to be:

INQUIRERS - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS - We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATION - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED - We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

THE FINE PRINT - Port Moody Secondary students are also expected to adhere to IB, district and school policies (Academic Honesty Policy, Assessment Policy, Language Policy and Special Educational Needs Policy) as outlined in the planner and on the IB, school and district websites.