

I.B. HISTORY 11

(Course Outline)

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The International Baccalaureate program is designed for students who are mature and highly motivated. Students are expected to work on their own and with partners or small groups. Students are expected to listen to and share ideas. Students are expected to think about ideas from a local and global perspective.

Expectations

1. Arrive on time and prepared to work.

- This means being seated, books open, when the second tone goes. If you arrive after the door has closed, **please wait for me to signal for you to come in.**

2. Participate fully and positively.

- History is a course best learned through active participation and discussion.
- Maintain an open mind and a positive attitude. Be ready to listen, learn and share your ideas.
- You will be expected to participate by working individually and with others.

3. Always put in your best effort

- All assignments, large or small, are important and will “count”.
- Putting in your best effort means doing YOUR OWN WORK. All assignments, essays and projects that are to be handed in for marks are expected to be of a quality suitable for the grade level. Assignments must be well researched and neatly presented. (see PMSS handbook)
- Best effort means coming to class on time and handing in assignments on time. Late work will not receive full marks and may not be accepted.

4. Courtesy and respect must be shown at all times.

- **RESPECT** yourself, your teachers and your classmates
- Listen actively to whomever is speaking – another student, me, the announcements, etc. We all have the right to be heard and therefore it is imperative that we do not call out over others. Use good manners
- Electronic Devices
 - Cell Phones – Turn off prior to entering the classroom. They can be useful tools when researching if used appropriately, therefore we will use them from time to time.
 - MP3 players must be off prior to entering my classroom. Ear phones removed etc.
 - If you have a laptop with wireless access I **encourage** you to bring this to class. These can be very useful tools when doing assignments or having discussions, however if used inappropriately this privilege will be taken away.

5. Don't be absent! But if you are...

- It is your responsibility to come to me (*before school, after class, after school*) to find out what you have missed or email me.
- You need to be here to learn...so some assignments cannot be made up for marks.
- Tests – be here to write them. It is important that you do not miss any tests.

6. Academic Dishonesty

- Academic honesty is highly valued at PMSS and is seen to promote integrity and good practice.
- Academic dishonesty and misconduct is a severe breach of conduct and will be dealt with when identified.
- I will determine the severity of the misconduct, and consequences may involve the administration and/or the IB coordinator.

- These consequences may range from no grade being assigned and the required completion of a new assessment piece to in-school or out-of-school suspension.

7. You are responsible for your own learning...and I am here to help!

- I am available to help you; however don't leave it to the last minute as I am busy just like all of you!

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. The content of the history course is intrinsically interesting and it is hoped that many students who follow it will become fascinated with the discipline, developing a lasting interest in it, whether or not they continue to study it formally.

IB History falls into the Group 3 category according to IB which studies individuals and societies.

Group 3 aims

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

- 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
- 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
- enable the student to collect, describe and analyse data used in studies of society, to test hypotheses and interpret complex data and source material
- 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
- 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

- 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 at SL and HL are to:

- 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 students' understanding of themselves and of contemporary society by encouraging reflection on the past.

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. Assignment completion will be assessed as part of the work habits mark.

Tests will be either in a standard format (i.e. multiple choice/short answer), document analysis format, or an essay format and will all be evaluated according to the standard IB 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 - 76 - 85% 2 - 70 - 75%
1 - 0 - 69%

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

A - 86-100% B - 73-85%
C+ - 67-72% C - 60-66%

C- - 50-59% Incomplete - 0%-49%

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.

Course Content

The 19th Century (A Brief Study)

- 1.) Ideologies of the nineteenth century
- 2.) Survey of post-Napoleonic Europe (1815-1900)
(Bismarck Diplomacy, Prussia, German Unification, European conflict and revolution)
- 3.) The major political, economic, and social ideas prior to 1914 (Imperialism, Nationalism, Militarism, the Alliance System, and changing international relations.)

World War One

- 1.) The short and long term causes of World War One
- 2.) Strategies, technology, and tactics on land, sea, and air
- 3.) Total war and its impact on civilian populations
- 4.) International relations between allies and enemies
- 5.) The defeat of Germany and the Central Powers / Victory of the Entente Powers

The Paris Peace Settlement

- 1.) Conflicting ideas of the victors
- 2.) Peace Settlements (1919-1923): Versailles; Neuilly; Trianon; St. Germain; and Sevres/Lausanne – aims, issues and responses
- 3.) The League of Nations and Europe: successes and failures; the search for collective security; developments in central and eastern Europe
- 4.) The Mandate System

The Russian Revolution and the Birth of the USSR

- 1.) Imperial Russia (1853-1917)
- 2.) Causes of the 1905 Revolution (including social and economic conditions and the significance of the Russo-Japanese War); consequences of the 1905 Revolution (including Stolypin and the Dumas)
- 3.) The impact of the First World War and the final crisis of autocracy in February/March 1917
- 4.) 1917 Revolutions: February/March Revolution; provisional government and dual power (Soviets); October/November Revolution; Bolshevik Revolution; Lenin and Trotsky

- 5.) Lenin's Russia/Soviet Union; consolidation of new Soviet state; Civil War; War Communism; New Economic Policy (NEP); terror and coercion; foreign relations

Internation Relations in the 1920s & 30s

- 1.) Weimar Germany: constitutional, political, economic/financial and social issues (1918–1933); initial challenges (1918–1923); “Golden Era” under Stresemann (1924–1929); the crisis years and the rise of Hitler (1929–1933)
- 2.) Hitler's Germany (1933–1939): consolidation of power; Hitler's pre-war domestic policies, including economic, social and political policies; nature of the Nazi state; the extent of resistance to the Nazis
- 3.) Soviet Union: Stalin and the struggle for power (1924–1929); defeat of Trotsky; Stalin's policies of collectivisation and the Five-Year Plans; government and propaganda under Stalin; the purges and the Great Terror

Japanese Expansion

- 3.) The impact of Japanese nationalism and militarism on foreign policy
- 4.) Japanese domestic issues: political and economic issues, and their impact on foreign relations. Political instability in China
- 5.) Japanese invasion of Manchuria and northern China (1931)
- 6.) Sino-Japanese War (1937–1941)
- 7.) The Three Power/Tripartite Pact; the outbreak of war; Pearl Harbor (1941)

Spain & Italy

- 8.) Italy (1918–1939): rise of Mussolini; consolidation of power; Mussolini's pre-war domestic policies, including economic, social and political policies; nature of the fascist state
- 9.) Italian expansion: Abyssinia (1935–1936); Albania; entry into the Second World War
- 10.) Spain (1918–1939): political, social and economic conditions in Spain; the Primo de Rivera regime; polarization and political parties under the Second Republic; Azaña and Gil Robles; causes of the Civil War; foreign involvement; reasons for nationalist victory under Franco

Road to WWII

- 1.) Collective security and appeasement (1919–1941): aims, issues and extent of success; role of British, French and Russian/Soviet foreign policies (1919–1941); Chamberlain and the Munich Crisis

2.) Causes of the Second World War and the development of European conflict (1939–1941)

Marks Weighting Breakdown

Tests, Quizzes, Essays – 40%

Projects, Assignments, Debates – 40%

Final Exam – 20%

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.

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.

Approaches to Teaching and Learning

IBDP History 11 is structured around the Approaches to Teaching and Learning strategies as laid out by the IB. 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 but 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 skills 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.

Theory of Knowledge

History is an area of knowledge that studies the recorded past. It raises knowledge questions such as whether it is possible to talk meaningfully about a historical fact and what such a fact might be, or how far we can speak with certainty about anything in the past. Studying history also deepens our understanding of human behaviour, as reflecting on the past can help us to make sense of the present. Whenever possible, connections will be made between TOK and History throughout the course, and students will be asked to think with a cross-curricular perspective when discussing certain topics. A few examples of questions that will be discussed can be seen below:

- What distinguishes a better historical account from a worse one ? (Knowledge)
- Is it possible for historical writing to be free from perspective ? (Knowledge)
- How do historians assess the reliability of sources ? (Knowledge)

- Is there such a thing as a just war ? (Ethics)
- How do we decided what is justified ? (Ethics)

GOOD LUCK AND I HOPE YOU ENJOY HISTORY!