

HISTORY IB 12 COURSE OUTLINE

Teacher: Lisa Herzog

Office: Room 3152

email: lherzog@sd43.bc.ca

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

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

-The World this Century, Neil DeMarco

-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. 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:

- *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 are to:

- *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 national, regional and international levels
- *develop an awareness of one's own historical identity through the study of the historical experiences of different cultures

Assessment

There are 4 assessment objectives in history:

Knowledge and understanding

- recall and select relevant historical knowledge
- demonstrate an understanding of historical content
- demonstrate understanding of historical processes
- understand historical sources
- deploy detailed in-depth knowledge
- demonstrate knowledge and understanding of a specific historical topic

Application and interpretation

- apply historical knowledge as evidence
- show awareness of different approaches to historical issues and events
- compare and contrast historical evidence
- present a summary of evidence

Synthesis and evaluation

- evaluate different interpretations of historical issues and events
- evaluate different historical sources as evidence
- evaluate and synthesize evidence from both historical sources and background knowledge
- develop critical commentary using the evidence base
- synthesize by integrating evidence and critical commentary
- present an analysis of a summary of evidence

Use of historical skills

- demonstrate the ability to structure an essay using evidence to support relevant, balanced and focused historical arguments
- demonstrate evidence of research skills, organization and referencing.

- **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 Teaching and Learning

IBDP History 12 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 ?

-Is it possible for historical writing to be free from perspective ?

-How do historians assess the reliability of sources ?

-Is there such a thing as a just war ?

-How do we decide what is justified ?

COURSE CONTENT

MAIN THEMES

1. The Move to Global War (Paper One)
2. Causes and Effects of Twentieth Century Wars (Paper Two)
3. Authoritarian States (Paper Two)
4. The Cold War: Superpower tensions and rivalries (Paper 2 alternate)
5. Aspects of the History of Europe (Paper 3)

EVENTS

This course is a continuation of the IB History 11 course. Therefore students will continue their investigation of twentieth century history from 1939 to the end of the twentieth century. The curriculum will stretch over two semesters.

1. The Second World War 1930-1945

- *the move to global war (Axis foreign policy and Allied reactions)
- *the war in the West
- *the Pacific war
- *the Holocaust
- *the home front in different countries.

2. The Early Cold War 1945-1953

- *the origins of the Cold War
- *the division of Europe after WWII

3. China 1918-1976

- *pre-WWII war China
- *the Chinese Civil War – Mao’s rise to power
- *Mao’s consolidation and maintenance of power 1949-1976
- *Mao’s foreign policy and its effect on the Cold War

4. The Cold War in Europe (and a bit of North Africa!) up to 1981

- *early crises in Poland and East Germany
- *The Hungarian and Suez Crises 1956
- *the Berlin Wall
- *the Prague Spring
- *Solidarity in Poland 1981

5. The Cold War outside Europe

- *the Korean War
- *the Cuban Missile Crisis
- *the Vietnam War

6. Review!

EVALUATION

The work assigned always features elements of critical thinking, whether it be seeing an event from two different points of view, assessing a document as to its values and limits, debating the interpretations of an event or explaining orally to the class the ramifications of a leader’s decisions. Each assignment is assessed as to the information and the analysis within.

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 - 75%

2 – 50 - 69%

1 – 0-49%

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 (above) at that particular moment.

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%

Predicted grades

Predicted grades are somewhat based on the percentages a student receives as a ministry course mark (as translated above, using the UBC equivalents), but mostly on the student's performance on assignments and tests which are similar to the IB exam format (essays and document-based questions) as the IB exams count for 80% of a student's final grade. The internal assessment mark is also taken into consideration, as it comprises the other 20% of a student's grade. The predicted grade will not necessarily be an average of the marks but will look at a student's progress and what the student is likely to achieve on the exams in May given that progress.

Below is an explanation of the general expectations for the seven-point scale for Group Three:

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 the IB 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.