



## IB MYP Accelerated World History Course Syllabus

MYP Level 4 / Grade 9

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Schoology Course: Accelerated World History



### I. Course Summary

In this one-year IB MYP course, students will be involved in studying patterns of human behavior across time within the historical context of global societies. Students will discover commonalities and differences among peoples from past to present. They will examine and evaluate evidence to understand the social, political, environmental, technological, economic, spiritual, and philosophical factors of human development. The study of individuals and societies helps students to appreciate critically the diversity of human culture, attitudes, and beliefs.

Students will engage in holistic and conceptual learning, intercultural perspectives, and communication models to prepare them for future classes, including the International Baccalaureate (IB) Diploma Program, and success in life. Students will engage in a variety of different learning activities and assessments to accommodate and strengthen learning styles and interests: readings, assignments, group work, individual work, real world problems, simulations, research, document analysis, debates, journaling, presentations, papers, tests, and projects such as History Day. The IB learner profile will be emphasized throughout the year to help students become inquirers, knowledgeable, thinkers, communicators, principled, open minded, risk takers, balanced, caring, and reflective. Students will also take part in IB action/service and interdisciplinary learning, and will continue to build upon IB Approaches to Learning skills.

### II. Units of Study

Unit 1: World History Themes and Prehistory – *Global Context: Scientific and Technological Innovation*

•*How is structure created?*

Unit 2: World Religions & Ancient Civilizations – *Global Context: Orientation in Space and Time*

•*Why do patterns exist in society?*

Unit 3: Interactions and Encounters (Civilizations of Africa and Americas) – *Global Context: Globalization and Sustainability*

•*What determines value?*

Unit 4: Middle Ages, Renaissance, Exploration, and Reformation – *Global Context: Scientific and Technological Innovation*

•*How do individuals impact society through their ideas?*

Unit 5: Revolutions – *Global Context: Fairness and Development*

•*Why does change happen?*

Unit 6: World War I and World War II – *Global Context: Globalization and Sustainability*

•*Why do people involve themselves in the affairs of others?*

Unit 7: Cold War – *Global Context: Fairness and Development*

•*Who and/or what is worthy of promoting?*

Unit 8: Modern Globalization – *Global Context: Globalization and Sustainability*

•*How is the world interconnected?*

### III. Standards and IB MYP Aims

<p style="text-align: center;"><b>State Standards</b> (Social Studies)</p>	<p style="text-align: center;"><b>IB Middle Years Program Aims</b> (Individuals and Societies)</p>
<ul style="list-style-type: none"> <li>•Environmental changes and human adaptation enabled human migration from Africa to other regions of the world. (The Beginnings of Human History: 200,000- 8000 BCE)</li> <li>•The emergence of domestication and agriculture facilitated the development of complex societies and caused far-reaching social and cultural effects. (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE-2000 BCE)</li> <li>•The development of interregional systems of communication and trade facilitated new forms of social organization and new belief systems. (Classical Traditions, Belief Systems and Giant Empires: 2000 BCE - 600CE)</li> <li>•Hemispheric networks intensified as a result of innovations in agriculture, trade across longer distances, the consolidation of belief systems and the development of new multi-ethnic empires while diseases and climate change caused sharp, periodic fluctuations in global population. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450)</li> <li>•New connections between the hemispheres resulted in the “Columbian Exchange,” new sources and forms of knowledge, development of the first truly global economy, intensification of coerced labor, increasingly complex societies and shifts in the international balance of power. (Emergence of the First Global Age: 1450-1750)</li> <li>•Industrialization ushered in widespread population growth and migration, new colonial empires and revolutionary ideas about government and political power. (The Age of Revolutions: 1750-1920)</li> <li>•A rapidly evolving world dominated by industrialized powers, scientific and technological progress, profound political, economic, and cultural change, world wars and widespread violence and unrest produced a half-century of crisis and achievement. (A Half Century of Crisis and Achievement: 1900-1950)</li> <li>•Post- World War II political reorganization produced the Cold War balance of power and new alliances that were based on competing economic and political doctrines. (The World After World War II: 1950-1989)</li> <li>•Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989 to Present)</li> </ul>	<ul style="list-style-type: none"> <li>•Appreciate human and environmental commonalities and diversity</li> <li>•Understand the interactions and interdependence of individuals, societies and the environment</li> <li>•Understand how both environmental and human systems operate and evolve</li> <li>•Identify and develop concern for the well-being of human communities and the natural environment</li> <li>•Act as responsible citizens of local and global communities</li> <li>•Develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.</li> </ul>

#### IV. Text and Resources

*History Alive! World Connections* by TCi, *World History* by Dr. Jackson Spielvogel, outside readings, primary resources, Schoology resources

#### V. Methodology

In IB MYP, teachers work collaboratively to develop a variety of teaching and learning techniques, focusing on IB MYP Key, Related, and Global Contexts, as well as, building IB Approaches to Learning skills, especially with critical thinking, reflection, self-management, collaboration, and research. Students take responsibility for their learning through individual and group work, addressing unit and guiding questions, expanding on their critical thinking skills, and building on their self-advocacy.

#### VI. Methods of Assessment

In this class, students will complete a variety of IB MYP assessments such as projects, papers, tests, presentations, etc. Assessments like these give students a chance to demonstrate their knowledge, understanding, and skills, and in turn, these assessments give teachers, families, and students useful information to help improve learning. Students will engage in summative assessments for each unit. Examples of summative assessments can include: tests, quizzes, projects, research papers, essays, case studies, presentations and/or primary document analysis. Summative assessments will represent 70% of the total student grade for each quarter of the course. Students will also engage in formative assessments for each unit, which will help students develop skills and knowledge, and indicate progress toward the summative assessments given. Examples of formative assessments can include: study guides, Cornell notes, questions, readings, homework, smaller in-class assignments, graphic organizers, and/or quick writes. Formative assessments will represent 30% of the total student grade for each quarter of the course. Throughout these assessments, the IB MYP Criterion rubrics will be used. IB MYP Criterion rubrics use an 8-point international scale, with an achievement level of 8 representing “excellent achievement” and an achievement level of 1 representing “limited achievement.” This scale is also converted into point values and an A, B, C, D, N grading scale. Parents/Guardians, please ask your student to share their rubrics with you.

Students are evaluated on four different IB MYP Criterion rubrics for this class:

Criterion A	Knowing and Understanding– terms, content, concepts, descriptions, explanations, and examples	Ex. Tests, Quizzes, Study Guides, Presentations
Criterion B	Investigating – formulate clear and focused research, and plan, collect and record research information	Ex. Papers, Research Projects
Criterion C	Communicating – communicate and structure information including sources in the appropriate style and format	Ex. Bibliographies, Presentations, Cornell Notes
Criterion D	Thinking Critically – analyze, evaluate, interpret and synthesize	Ex. Research Projects, Papers

Please refer to the “*Highland Park Senior High School Grading and Assessment Policy*” on the Highland Park Senior High webpage for further information on the grading scale, make up work, reassessments, and/or late work. Students and parents/guardians can access scores, MYP achievement levels, grades, missing work, IB MYP achievement levels, etc. on the on-line gradebook. Extra credit is not available in this course.

## **VII. Additional Classroom Expectations**

### Class Expectations:

#### *Safe, Respectful, and Responsible*

It is important that each student comes to class on time each day prepared to learn, work hard, participate, help other students, and advocate for him/herself when help is needed. Additionally, it is important to be organized, proactive, mature, and to have a good attitude. In order to have a comfortable classroom environment, it is essential to be respectful to staff, students, property, ideas, and opinions. Please do not bring food or drinks (water in a closed container is permitted) into the classroom. School policies will be followed regarding electronic devices, headwear, attire, inappropriate language, absences, tardiness, etc. Cell phones are not to be used in class. iPads are to be brought to class charged every day.

### Homework Expectations:

Homework is expected to be completed for this class. Students will have approximately 2-5 hours of homework per week. Homework consists of studying, researching, completing notes, study guides, projects, etc. All work (ex: study guides, papers, projects, etc.) is to be done individually unless otherwise noted by the teacher.

### Cheating and Plagiarizing:

Please refer to the “*Highland Park Senior High School Academic Honesty Policy*” for further information on cheating and plagiarizing (intentionally or unintentionally), etc. All work (ex: study guides, papers, projects, etc.) is to be done individually unless otherwise noted by the teacher. Resources such as *turnitin.com* and the “Revision History” feature in Google Drive may be used to verify the authenticity of student work. There will be consequences for cheating and plagiarism. Student work will be confiscated and administrative action will be taken. Consequences will be determined by the teacher and/or administrator based on the severity of the infraction.

### Passes:

Each student will be allowed 3 passes per quarter for non-academic reasons (unless emergency). Passes will be issued at convenient times for the class (ex. during work time, not during lecture or the first and last 10 minutes of class) as long as the student is in good standing.

### Videos:

In this class, students may view videos, video clips, on-line resources, and/or materials that are not rated or rated R. These items will be used to enhance the curriculum and assist students to better understand the concepts of the course. Please let me know if you do not want your child to participate in this type of activity.

### Extra Assistance:

I am available to help students most afternoons after school by appointment. Please let me know when you would like to meet for assistance. Bus tokens are available in the main office for students who stay after school with a teacher due to needing academic assistance.

### Materials Needed / Supply List:

- 3 Ring-Binder 1 1/2” or Larger – divided into four sections: Thoughts, Notes, Assignments, and History Day (Binder can be used for other subjects as well)
- 3 Ring-Binder Dividers
- Pens (no-gel) and/or Pencils
- Lined, Loose-Leaf Paper
- Highlighter
- Kleenex Box (for classroom)
- School Issued iPad

*\*Donations are welcomed and appreciated for any of the supplies listed above.*

**(Please complete, sign, and return the form on the next page to Mrs. Bonk)**