

History of the Americas HL

History of the Americas is a two year higher level International Baccalaureate course. This course is a systematic and critical study of the human experience, including social, economic, political and cultural events through the 19th and 20th centuries.

Presenting historical explanations from an international perspective is an objective of this history course and, therefore, candidates will be expected to study the histories of a selection of countries and themes within the chosen region. The study of a country's national history will be in the comparative, regional framework of the History of the Americas.

In this course, students are required to:

- Comprehend, analyze, evaluate, and integrate source material critically as historical evidence
- Explain different approaches to, and interpretations of, historical events and topics
- Place events in their historical context
- Explain the causes and effects of historical continuity and change
- Present arguments that are clear, coherent, relevant, and well substantiated
- Present historical explanations from an international perspective
- Plan, organize, and research an individual historical investigation
- Demonstrate an in-depth historical understanding of approximately 100 years of history from the region of the Americas
- To demonstrate historical understanding through the acquisition, selection, and effective use of knowledge.
- To identify and evaluate different approaches to, and interpretations of, historical events and topics.
- To explain the causes and effects of historical continuity and change.

This course is 4 Semesters in length with 240 hours of in-class time.

YEAR 1

This course in the first year is an in-depth study of the History of the Americas from 1920 to the present. Presenting historical explanations from an international perspective is an objective of the history course and, therefore, candidates will be expected to study the histories of Canada, Mexico and the United States. The class is organized in a thematic rather than chronological structure.

Each student will complete an Internal Assessment Project during the 2 year program as part of the IB requirements. This internal assessment component will be completed during the 4th quarter of the junior year.

Quarter One

Unit 1 Great Depression in the Americas

Quarter Two

Unit 1 Great Depression in the Americas

Unit 2 Second World War and the Americas

Quarter Three

Unit 2 Second World War and the Americas

Unit 3 Cold War in the Americas 1945 – 1985

Internal Assessment: Class time to work on investigations (1 week)

Quarter Four

Unit 3 Cold War in the Americas 1945 – 1985

Internal Assessment: (5 weeks)

Year 2 Curriculum

Quarter One

Unit 1 The Cold War 1945-1960 – Origins, Korea, Turkey, China

Quarter Two

Unit 1 The Cold War 1960-1985 – Cuba, Vietnam, U.S.S.R., Eastern Europe

Quarter Three

Unit 2 Communism in Crisis (China and USSR)

Unit 3 Eastern European Independence Movements

Quarter Four

Unit 3 Eastern European Independence Movements

STUDENT ASSESSMENT:

As per the IB Guidelines, students will be assessed for HL as follows:

IB Assessment

External Assessment

(These exams are taken at the end of the second year.)

Paper 1: A 1 hour document based paper set on prescribed subjects drawn from twentieth century world history topics. (Higher Level 20%)

Paper 2: A 1.5 hour paper consisting of essay questions on the prescribed subject “The Cold War 1960-1979”. (HL 25%)

Paper 3: A 2.5 hour paper of essay questions based on 100 years of the Americas Regional Study (35%)

Internal Assessment

An investigative source-based study of historical analysis of 1500-2000 words.

Assessment is based on IBO criteria which include evaluation of sources, analysis and evaluation. (20%)

School Based Assessment

- ***Homework***
- ***Quizzes***
- ***Exams: Usually at the end of a unit***
- ***Essay Papers***
- ***Group Projects including self assessment and peer assessment***
- ***Individual Research Projects, Reports, & Oral Presentations***
- ***Class Participation***

The DP history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility.

Essential Questions

1. What is the role of a historian?
2. How do we make *evidence-based* judgments about which causes were more important or significant, using multiple sources?
3. How is perspective examined using primary-source accounts and historians’ interpretations, to examine how people, including specific groups such as minorities or women, may have experienced events differently in the past.
4. Using evidence to challenge orthodox theories and assumptions, to what extent do people and events bring about change?
5. Is it possible to describe historical events in an unbiased way?

RESOURCE ANALYSIS

History of the Americas Course Companion, Berliner, Leppard, Mamaux, Rogers, Smith, Oxford Press, 2011

A Comprehensive Guide to Paper 1, Mimmack, Price, Senes, Pearson, Pearson Education, 2009

Modern America, The USA, 1865-Present, Advanced History Core Texts, Hodder Education, 2005

The Great Depression and the Americas 1929-39, Clements, Hodder Education, 2012

The Second World War and the Americas, 1933-1945, Wright, Hodder Education, 2013

The Cold War and the Americas, 1945-1981, Sanders, Hodder Education, 2012

The Cold War, Williamson, Hodder Education 2013

A History of the Canadian Peoples. Bumstead. 2nd Edition. Oxford University Press, Oxford. 2003

A History of Latin America, Independence to the Present. Haynes. 6th Edition. Houghton Mifflin, Evanston, Illinois. 2000

Origins of the Cold War: US Choices After World War II, The Choices Program, Brown University, 2006

The Challenge of Nuclear Weapons, The Choices Program, Brown University, 2006

Periodicals Available at KHS Available for History of the Americas

- **American Heritage**
- **American History**
- **National Geographic**
- **National Review**
- **New Republic**
- **Newsweek**
- **Time**
- **US News and World Report**

Newspapers Available at KHS Available for History of the Americas

- **Boston Globe**
- **Christian Science Monitor**
- **New York Times Book Review**
- **USA Today**
- **Washington Post**

KHS Library subscribes to the following online services:

CQ Researcher explores a single "hot" issue in the news in-depth each week, plus a pro-con feature, a chronology, lengthy bibliographies and a list of contacts -- round out each report.

Opposing Viewpoints Resource Center is an excellent educational database from Thomson Gale, a company that has provided information resources to libraries for more than 50 years. Topics range from political (e.g., censorship, political corruption), scientific (e.g., marine resources conservation, renewable energy), biomedical (e.g., drugs and athletes, medical ethics), to psychology/sociology (e.g., eating disorders, media violence) and much more.

History Resource Center: U.S. and **History Resource Center: World** contain full text reference materials, periodicals, primary sources, maps, and graphic from over 1,000 original sources, each with a Commentary that provides analysis of the historic significance of the content, many with facsimile views of the original pages. Search Tips help students search the database effectively and a well-organized Student Research Guide explains terminology and techniques for historical research and writing.

SIRS Knowledge Source provides integrated online access to full-text articles and internet resources from SIRS reference databases, along with a dictionary, a thesaurus, maps of the world, and citation help

SIRS Researcher Topics for student reference, social issues, health, science, and business, categorized into topics of Leading Issues, Today's News, Natural Disasters, Focus on Terrorism, etc.

SIRS Government Reporter Country profiles, historic and governmental documents, directories, and almanacs.

SIRS Renaissance Current perspectives on the arts and humanities, a glossary of the arts, and profiles of notable artists.

Grade 11/12 Power Standards

CCSS

CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events

and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-Literacy.W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-Literacy.W.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Maine Learning Results

Economics

C1a. Explain that the study of economics includes that analysis and description of production, distribution, and consumption of goods and services by business, and is the basis of individual personal finance management including saving and investing.

C1b. Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary, and trade policies, in personal, business, and national economics.

C1f. Explain and apply the concepts of specialization, economic interdependence, and comparative advantage.

History

E1a. Explain that history includes the study of the past based on examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.