

# IB HISTORY OF THE AMERICAS 2019-2020

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**Subject:** IB History of the Americas HL (Year 1 of 2)  
**Year Course:** Fulfills U.S. History Graduate Requirement; 1 credit  
**Class Period** \_\_\_\_\_ **Meeting Days** \_\_\_\_\_

## COURSE DESCRIPTION:

(International Baccalaureate Diploma Programme only offered at Sandia High School in APS). IB History of the Americas is the first year of a two-year program in history (Group 3; Individuals and Societies). The course covers U.S. History from 1492 to present, as well as aspects of both Latin American and Canadian history during the same time period. Students must possess extended research and writing skills and the ability to engage in critical analysis of common themes in the history of mankind. The course places heavy emphasis on writing and independent reading. The essential elements of U.S. history as described in the New Mexico content standards are covered in the context of the IB course. Students will sit for the diploma exam at the end of their senior year after their World Topics course. The three main areas of emphasis for the course will be the American Civil War, the Great Depression and the Cold War. Each of these topics will cover between 6-9 weeks each of depth of content. Latin American and Canadian history will be integrated into the focus areas and the other areas of content, as well.

## NEW MEXICO STATE STANDARDS:

### ***STRAND I: HISTORY***

***CONTENT STANDARD 1: Students are able to identify important people and events in order to analyze themes, ideas, beliefs and turning points in New Mexico, United States and world history in order to un experience***

***BENCHMARK 2: United States: students will analyze and evaluate the impact of major eras, events an since the civil war and reconstruction***

## PERFORMANCE STANDARDS:

1. Analyze the impact and changes that reconstruction had on historical, political and social developments of the United States.
2. Analyze the transformation of American economy and the changing social and political conditions in the United States in response to the industrial revolution.
3. Analyze the United States' expanding role in the world during the late 19<sup>th</sup> and 20<sup>th</sup> centuries.
4. Analyze the major political, economic, and social developments that occurred between World War I and World War II.

5. Analyze the role of the United States in World War II to include: reasons the United States moved from a policy of isolationism to involvement after the bombing of Pearl Harbor, events on the home front to support the war effort.
6. Analyze the development of voting and civil rights for all groups in the United States following Reconstruction.
7. Analyze the impact of World War II and the Cold War on United States foreign and domestic policy.
8. Analyze the impact of the post-Cold War Era on United States foreign policy to include: role of the United States in supporting democracy in Eastern Europe following the collapse of the Berlin Wall; new allegiances in defining the new world order and role of technology in the information age.
9. Explain how United States history represents a framework of knowledge and skills within which to understand the complexity of the human experience, to include: analyze perspectives that have

**All students will sit for three IB Diploma History exams after their senior year in May 2017 for both Individuals and Societies exams, History of the Americas (gr. 11), World Topics (gr. 12), and Prescribed Subject (Rights and Protests) including primary source analysis (OPCVL).**

**Our main text is:**

**HISTORY OF THE AMERICAS COURSE COMPANION** by Berliner, Leppard, Mamaux, Rogers, Smith; Oxford Press; ISBN 9780199180783

**RIGHTS AND PROTESTS COURSE COMPANION** by Rogers and Clinton, Oxford Press; ISBN 9780198310198

**Supplementary texts include:**

**BATTLE CRY OF FREEDOM** by McPherson; Oxford Press; ISBN 0-345-35942-9

**THE GREAT DEPRESSION** by McElvaine; Crown Publishing Group/ Random House; ISBN 978-0-307-77444-6

**THE COLD WAR** by Gaddis; The Penguin Press; ISBN 978-1-440-68450

Readings from other sources will be assigned FREQUENTLY!

These are COLLEGE level materials. **Do your reading faithfully!!!!!!**

There is NO substitute for reading. This process prepares students for the demands of the IB content and higher level courses in all fields.

The students will also be expected to write complete essays with thesis statements, supporting facts, and summary paragraphs. These will be both in-class and as homework assignments. The students will also be working on extensive research projects and presentations, including both oral and multimedia presentations.

### Grading Scale

The grading scale used in this class is as follows:

(in percentages – grades are not rounded up)

<b>100-98=A+</b>	<b>87-82=B</b>	<b>71-67=C-</b>
<b>97-93=A</b>	<b>81-79=B-</b>	<b>66=D+</b>
<b>92-89=A-</b>	<b>78=C+</b>	<b>65-60=D</b>
<b>88=B+</b>	<b>77-72=C</b>	<b>59-57=D-</b>

Below 57 is failing

Grades are a rolling grade number.

The average is determined by dividing total points earned by total points possible to date.

**I will be using the I-Grade system; please sign up so you can monitor your grade throughout the year on I-Parent.**

## ASSESSMENTS

### PER SEMESTER

#### SEMESTER 1:

#### CATEGORIES:

##### **2 IN CLASS SUMMATIVE ESSAY EXAMS; 98 Min; 25% of grade**

ESSAY 1- Causes and Effects of the Civil War; wk 10

ESSAY 2- Causes and Effects of the Great Depression; wk. 16

##### **2 RESEARCH PAPERS- OUTSIDE CLASS; Based on essential question originated from student; 20% of grade**

PAPER 1- Civil War with emphasis on European involvement and political implications; due wk. 7

PAPER 2- Great Depression with emphasis on Canada and Latin America; due week 15

##### **2 PRESENTATIONS (based on timing of semester might only be one)- 20-30 MINUTES; 20% of grade**

PRESENTATION 1- Civil War key battles, key players and key economic and social impact; wk. 4

PRESENTATION 2- Great Depression causes and effects; wk 13

##### **9-12 UNANTICIPATED QUIZZES (guiding question) OR TWEDYAWTS (to what extent do you agree with this statement); FORMATIVE ASSESSMENT; 15 min; 10% of grade**

To ensure the students have read material to be covered in class or to assess their understanding of classroom discussions.

##### **IN CLASS ACTIVITIES AND HOMEWORK; 10% of grade**

In the Course Companion book, working on analysis of primary sources, as well as group work on key events and historical content.

**CLASS PARTICIPATION – 5%**

Motivation to participate in classroom discussions.

**END OF SEMESTER EXAM- 2 ESSAY QUESTIONS FORMULATED FROM PREVIOUS IB HL EXAMS AND TWO PRIMARY SOURCE ANALYSES: 90 minutes; 10% of grade; wk 18**

**SEMESTER 2:**

**CATEGORIES:**

**1 IN CLASS SUMMATIVE EXAMS; 98 Min; 15% of grade**

ESSAY 1- Causes and Effects of the Cold War; week 30

**2 RESEARCH PAPERS- OUTSIDE CLASS; 1500-2000 words; Based on essential question originated from student; 25% of grade**

PAPER 1- Social, political, and economic impact of the Cold War; due wk. 26

PAPER 2- Social and Political impact of the Civil Rights Movement of the 60s; due wk. 34

**2 PRESENTATIONS 15-30 MINUTES; 25% of grade**

PRESENTATION 1- Latin American, Canadian and American social and political changes as a result of the Cold War; wk. 23

PRESENTATION 2- Social and Political impact of the Civil Rights Movement of the 60s; wk. 32

**9-12 UNANTICIPATED QUIZZES (guiding question) OR TWEDYAWTS (to what extent do you agree with this statement); FORMATIVE ASSESSMENT; 15 min; 10% of grade**

To ensure the students have read material to be covered in class or to assess their understanding of classroom discussions.

**IN CLASS ACTIVITIES AND HOMEWORK; 10% of grade**

In the Course Companion book, working on analysis of primary sources, as well as group work on key events and historical content.

**CLASS PARTICIPATION – 5%**

Motivation to participate in classroom discussions.

**END OF SEMESTER EXAM- 2 ESSAY QUESTIONS FORMULATED FROM PREVIOUS IB HL EXAMS AND TWO PRIMARY SOURCE ANALYSES: 90 minutes; 10% of grade; wk 18**

**Homework:** Students will be assigned readings. Some readings will have reading worksheets; most readings will require students to “actively read,” and some readings will be followed by short answer responses. Some readings will require the students to utilize “**Cornell note-taking.**” The Cornell note-taking system will be an essential skill to better understand and break down key written content. **Please plan on a minimum of seven hours of homework per week. There will be weeks where more work will be necessary. In most cases, work will be due 3-7 days out rather than the next day. It is the student’s responsibility to plan their time accordingly.** This is a crucial study skill necessary for college. **Late work after the beginning of the period the work is due will receive a maximum of 50% credit and will be due no later than one week after the due date.**

**In-Class Essay Exams:** Each semester there will be two major examinations consisting of three questions each covering different content areas of the course as well as analysis of two primary source documents. These will be a timed 98 minutes to complete the exam and it will be structured with a thesis paragraph, supporting paragraphs and concluding paragraph for each question and the origin/purpose/value/limitation analysis of the primary sources

**Research Papers:** Each semester the students will complete out of class two papers dealing with content from the class. The students will be assigned different aspects of a content area and there will be class time in the library for research. The word count will be between 1500-2000 words each and a separate rubric will detail the grading.

**Presentations:** Students will be expected to research topics and present information on the subject assigned to the class twice each semester. This will be done individually and will be limited to 20-30 minutes per presentation. The students will utilize power points to support their presentation. The Nations and Nation Building presentation will be in groups of two.

**Quizzes and TWEDYAWTS:** Quizzes and TWEDYATS (To What Degree Do You Agree With This Statement) will be given on readings to check for understanding of class lectures and activities. These will also be used to ensure understanding in the reading of the textbooks. Students will be able to use only Cornell Notes for the quizzes.

**Classwork and homework:** In order to further the students’ understanding of the content, we will work in groups and discuss in Socratic format key historical events and the interpretation of those events through use of the Course Companion book and outside readings.

**Final Exam:** Each semester the students will sit for a final exam covering all content for that semester. There will be two questions that will be formulated from previous IB examinations and the students will be assessed based on IB grading.

## THE NOTEBOOK

**Notebook:** Students are **REQUIRED** to maintain an IB History of the Americas notebook. Again, there will be random checks on the maintenance of the notebook. Students must use a large three ring binder for their notebook. The notebook is to be organized in the following manner:

Section 1	Class info	Section 2	Ind. Movements
Section 3	Amer. Civil War	Section 4	Guilded Age
Section 5	Great Depression	Section 6	Post WWII
Section 7	Cold War	Section 8	Civil Rights
Section 9	Review		Movement

The notebook is an important record of the student's work and will be valuable tool throughout the year. Notebooks must be organized, accurate, complete, and neat at all times. All written exams and research papers should be in the relevant section at the end of the section. If the student misses class, it is **their responsibility** to get the notes from classmates and/or ask the teacher for the information missed. Again, the notebook will be randomly checked without advanced notice. The grade will be equivalent to a homework grade. **BE CAREFUL WITH YOUR NOTEBOOK. THIS IS THE STUDENT'S RECORD OF WORK FOR THE CLASS!**

**Students should bring these items every day: Textbook(s), notebook, college-ruled paper, a pen (blue/black ink) and #2 pencil. You should also have colored pencils.**

Students should make use of the CLASS SUMMARY BOARD AND THE MAKE-UP BOARD. Checking is the student's responsibility. MAKE-UP TESTS ARE GIVEN DURING TUESDAY LUNCH IMMEDIATELY FOLLOWING THE ABSENCE.

## CLASSROOM MANAGEMENT POLICIES

THE ATTENDANCE AND TARDY POLICIES WILL BE FOLLOWED.

It is vital that students have good attendance!  
If a student is absent or tardy, it is essential to make-up the work.  
Students who fall behind will have serious problems catching up.

Students in this class receive a class participation grade.

Students are expected to participate in ALL activities.

Listening, speaking, viewing, writing, or constructing, whether these activities are performed individually or in groups, are important elements in this class.

**IF YOU ARE NOT HERE, YOU ARE NOT PARTICIPATING!!!!**

**Students who are consistently without their materials, absent, tardy, or who exhibit off-task behaviors, will be given substantial deductions in their participation grade.**

**PLEASE TURN OFF YOUR CELL PHONE AND I-POD (MP3) WHEN YOU ARE IN CLASS!!!!!!**

Anyone who has a cell phone out during an exam period will receive a zero for the exam.

Respect yourself, others, the teacher and materials. Be courteous.

Arrive on time to class and be prepared to work.

Actively participate in classroom discussions.

**PLEASE NO FOOD OR DRINK IN THE CLASSROOM.**

**Study hall and office hours will be done by appointment. Please make arrangement with the teacher.**

**This syllabus is required to be the second page in the notebook after the cover sheet.**

**I HAVE READ THE POLICIES OUTLINED IN THIS COURSE SYLLABUS.**

\_\_\_\_\_  
**Student**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Parent/Guardian**

\_\_\_\_\_  
**Date**