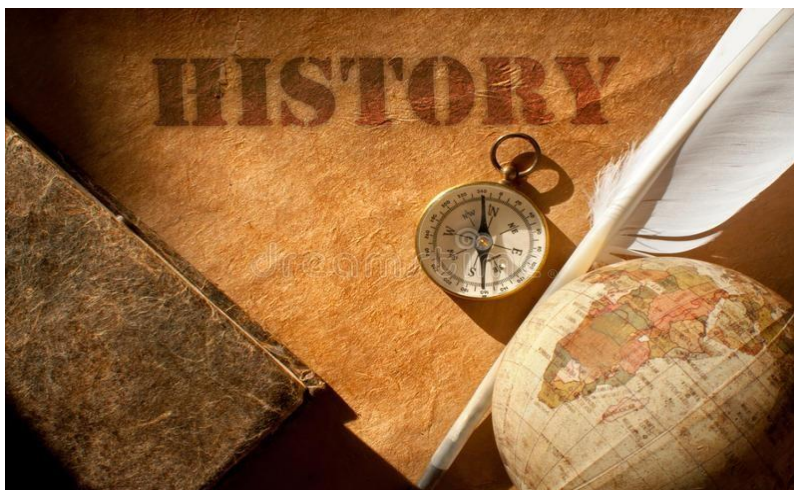


IB MYP INDIVIDUALS AND SOCIETIES

COURSE DESCRIPTION



HISTORY

KEY CONCEPTS:

- Change
- Time, place and space
- Global interactions
- Systems

OBJECTIVES:

- Knowing and understanding
- Investigating
- Communicating
- Thinking critically

YEAR 4 COURSE OUTLINE

Year 4

The main aims of this course are:

1. To understand how history changes over time.
2. To engage oneself as the role of the historian.
3. To develop useful skills for lifetime learning.
4. To constantly challenge oneself.
5. To explain and identify significant events of the 19th century.

Course Description:

This history course focuses on the making of the modern world. In year 4, students will study significant world history themes relevant in the 19th century. Through the main concept, **history is the study of change over time**; students will focus on several topics. Students will investigate, explore, and analyze political revolutions, rapid growth of industrialization, the establishment of nation-states and the understanding of new ideologies in the world. Students of history need to develop, articulate, and apply a variety of skills (ATL) which will be taught, practiced, and enforced throughout MYP year 4. This class will deal with the development of critical thinking in a thematic and chronological approach, vocabulary development, primary source analysis, and note taking. In this course, students will be familiarized with projects, group work, and class presentations.

UNIT TOPICS

UNIT 1: POLITICAL REVOLUTIONS

UNIT 2: THE INDUSTRIAL REVOLUTION

UNIT 3: POLITICAL IDEOLOGIES: STUDY OF ISMS

UNIT 4: 1848 REVOLUTIONS IN EUROPE

Texts:

Farmer, Alan. An Introduction to Nineteenth-Century European History, 1815-1914

Hetherington, Greg. Revolutionary France: Liberty, Tyranny and Terror

Hirsch, Sally, Thomas Triller. Individuals & Societies A Student Book

Oxford authors, History of Europe and the Middle East (IB Diploma Programme)

YEAR 5 COURSE OUTLINE

Year 5

The main aims of this course are:

1. To understand how history changes over time.
2. To engage oneself as the role of the historian.
3. To develop useful skills in history.
4. To constantly challenge oneself.
5. To explain and identify significant events of the 20th century.

Course Description:

This history course represents the study of the modern world. In year 5, students will study twentieth century world themes. Remembering our main concept, **history is the study of change over time**: Students will analyze, evaluate, and assess major international conflicts, seek to examine influential world leaders, and understand the appreciation of different views.

Students of history need to develop, articulate, and apply a variety of skills (ATL) which will be taught, practiced, and enforced throughout MYP year 5. This course will focus on the development of critical thinking, vocabulary expansion, document analysis, and essay writing/research skills. Students will be familiarized with extended assignments/tasks, primary and secondary sources, independent research, viewing short video documentaries of certain events, and class discussion/debates.

UNIT TOPICS:

UNIT 1: THE GREAT WAR AND PEACEMAKING

UNIT 2: THE ORIGINS OF THE SECOND WORLD WAR

UNIT 3: THE COLD WAR

UNIT 4: PEOPLE OF THE 20TH CENTURY

Texts:

Farmer, Alan. An Introduction to Modern European History, 1890-1990

Hirsch, Sally, Thomas Triller. Individuals & Societies A Student Book

McAleavy, Tony, Paul Grey. Modern World History, Combined Edition

Oxford authors, 20th Century World History (IB Diploma Programme)

ASSESSMENT TASKS

Students, in these courses, will be assessed, evaluated, and observed through a variety of tasks. The purpose of assessment is for each student to receive constructive feedback from the teacher. This information is necessary for each student to be aware of his or her level of achievement. These assessment tasks are assigned in order for the history curriculum objectives and skills to be achieved in year 4 and 5. Tasks can be either formative or summative. They include:

- Organization and neatness of notes in the notebook
- Group work
- Class participation
- Exams
- Quizzes
- Construction of a timeline
- Role playing
- Oral presentation
- Debates citing historical evidence
- Reading a map
- Evaluation of primary and secondary sources

- Determine bias of sources
- Critical analysis of historical documents
- Write an essay/defend a thesis
- Classroom discussions
- Identify sources: writing a bibliography
- Citing sources with footnotes/endnotes
- Written assignments
- Reading comprehension
- Research

ASSESSMENT FOR HISTORY MYP4 AND MYP5

In the history course, four criteria are assessed:

Criterion A (max 8): Knowing and understanding

Use of historical terminology; descriptions and explanations of historical concepts, events with examples.

Criterion B (max 8): Investigating

Formulate and evaluate a research question; use research methods.

Criterion C (max 8): Communicating

Structure and document sources of information; presentation and communication of information to an audience.

Criterion D (max 8): Thinking critically

Discuss concepts; interpret different perspectives; synthesize information to support arguments; evaluation of sources.

The students will get written (and/or oral) instructions for each summative task being evaluated according to the IB criterion descriptors. At the end of the school year, the level of achievement for each criterion will be decided upon by the teacher. The total number of points will be converted into the final grade using the grade boundaries given by IBO.

Grade	Boundaries/Number of points
1	1 - 5
2	6 - 9
3	10 - 14
4	15 - 18
5	19 - 23
6	24 - 27
7	28 - 32