



Course: Oklahoma History and US Government
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Year: IB MYP Year 4 (Grade 9)

Course Description:

• **Oklahoma History:**

The purpose of this course is to describe the history and culture of Oklahoma. **This Course will help you become a more informed and knowledgeable citizen of Oklahoma.** During the semester we will cover the following units:

1. Geography of Oklahoma and Early Oklahoma
2. Indian Removal
3. Westward Expansion and the Civil War in Indian Territory
4. Oklahoma Statehood
5. Oklahoma in the 20th Century

• **US Government:**

The purpose of this course is to develop an understanding of and participation of our government. **This Course will help you become a positive, interested, and contributing citizen of your community, country, and world.** The four units we will be studying include

1. Foundations of American Government
2. Three Branches of Government
3. Participating in Government
4. State and Local Government

Our aims are: The aims of the teaching and study of MYP humanities are to encourage and enable students to develop:

- an inquiring mind
- the skills necessary for the effective study of humanities
- a sense of time and place

- a respect and understanding of others’ perspectives, values and attitudes
- awareness and understanding of people, cultures and events in a variety of places at different times
- an understanding of the interactions and interdependence of individuals, societies, and their environments
- an understanding of the causes and consequences of change through physical and human actions and processes
- an understanding of contemporary humanities issues
- a sense of intercultural awareness and a desire to be proactive as a responsible global citizen
- an awareness of the connections with other subjects
- a lifelong interest in and enjoyment of humanities.

You will begin to embody the IB Learner Profile as you display the following qualities: inquirer, knowledgeable, thinker, communicator, principled, open-minded, caring, risk-taker, balanced and reflective.

At the core of the MYP program is the unit/ guiding question and the areas of interaction (AOI’s):

There are five AOI’s: approaches to learning, community and service, health and social education, human ingenuity, and environments. For every unit, there will be a guiding/unit question and an area of interaction that will provide a framework and give our classroom a context. The areas of interaction are the fuel that fires our intellectual pursuit. The following are our units:

Title	AOI	Question	Topic	Assessment
The struggle for Native American Unity during U.S. Assimilation Process	Human Ingenuity,, Environment, and Community and Service	In order to assimilate Native Americans into “white” society, what ideas were practiced at the Carlisle Indian Industrial School?	Oklahoma History	<ul style="list-style-type: none"> • Students will practice the ability to recognize main ideas through class discussions, videos, reading materials and quotes. • Students will also use before and after photos used by the school master of the Carlisle Indian Industrial School, Captain Richard Henry

				<p>Pratt</p> <ul style="list-style-type: none"> • Students will practice both inference skills and critical thinking through reading materials and writing exercises.
<p>Explore Oklahoma</p>	<p>Human Ingenuity,, Environment, and Community and Service</p>	<p>When taking a road trip through Oklahoma, what kind of growth can you expect?</p>	<p>Oklahoma History</p>	<ul style="list-style-type: none"> • Students will practice the ability to recognize historic All-black towns, museums and state parks through research and reporting. • Students will evaluate the ten different geographical regions through photos • Through graphs and charts, students will evaluate different elevation and weather patterns (particularly precipitation) in Oklahoma. • Students will use an Oklahoma road map.
<p>Trail of Tears</p>	<p>Human Ingenuity Environment</p>	<p>What is the experience of Indian Removal for the Cherokees?</p>	<p>Oklahoma History</p>	<p>Students will be divided into groups of 6. Each group will be given a primary source document about Indian Removal. With that document they must read it,</p>

				summarize it, analyze it, and create a presentation about their primary source document.
Current Events	Human Ingenuity,, Environment, and Community and Service	Why is it important to know how the U.S. Government intersects with our everyday life?	US Government	Students will turn in a Current Event article every Friday. The class will discuss current events in an ongoing effort to combine government with life.
Presidential Leadership	Health and Social Education Community Service	What is the responsibility of the President of the United States?	US Government	Students will be responsible for writing a research paper on the president of their choice. They will be required to read a biography of at least 100 words as one of the sources for the research paper.
Creating the US Constitutions	Human Ingenuity	How and why was the Constitution written?	US Government	Students will complete a standard multiple choice test and a compare/contrast paragraph on ratification of the Constitution, comparing the ideas of the Federalists and Anti-Federalists.

At the end of the year, the following IB MYP specific objectives will be covered:

1. Knowledge - Knowledge is fundamental to studying humanities, and forms the base from which to explore concepts and develop skills.

- At the end of the course, students should be able to:
 - know and use humanities terminology in context
 - demonstrate subject content knowledge and understanding through the use of descriptions and explanations, supported by relevant facts and examples, and may show other ways of knowing.

2. Concepts -Concepts are powerful ideas that have relevance within and across the disciplines.

- Students should be able to develop an understanding of the following key humanities concepts over the course at increasing levels of sophistication.

Time

- Students should understand the concept of “time” not simply as the measurement of years or time periods, but as a continuum of significant events of the past.
- Students can achieve this through the study of people, issues, events, systems, cultures, societies and environments through time.
- At the end of the course, students should be able to:
 - establish a personal sense of identity in a context of time and place
 - understand different perceptions of time
 - show an understanding of people in past societies
 - demonstrate an awareness of chronology that links people, places and events through time
 - recognize and explain the similarities and differences that exist between people, places and events through time.

Place and space

- The concept of “place and space” refers to a student’s awareness of how place/space is categorized, and the significance of place/space in humanities disciplines.
- At the end of the course, students should be able to:
 - recognize, describe and explain patterns and relationships in space, including natural and human environments
 - recognize and explain similarities and differences between places
 - understand constraints and opportunities afforded by location
 - understand issues related to place/space on a local, national and global scale.

Change

- Change necessitates an examination of the forces that shape the world. It may be viewed as positive or negative based on people’s perceptions. The concept of “change” addresses both the processes and results of change—natural and artificial, intentional and unintentional.
- At the end of the course, students should be able to:
 - understand and explain short-term and long-term causes of change
 - establish and explain links between causes, processes and consequences
 - recognize and explain continuity and change
 - recognize that change is inevitable and that the rate of change is relevant to the context
 - understand that as people interact with their environment, both change

- o understand and explain how environmental, political, economic and social interactions can change levels of sustainability.

Systems

- The concept of “systems” refers to the awareness that everything is connected to a system or systems.
- Systems provide structure and order to both natural and artificial domains.
- At the end of the course, students should be able to understand, identify and compare:
 - o how systems, models and institutions operate
 - o social structures and controls
 - o the complex and dynamic nature of systems
 - o different types of equilibrium within systems
 - o systems in local, national and global societies
 - o rights and responsibilities within systems
 - o cooperation within and between systems.

Global awareness

- o The concept of “global awareness” engages students in a broader global context and encourages understanding of, and respect for, other societies and cultures. It also emphasizes the need to understand one’s own culture in order to understand others’ cultures.
- o At the end of the course, students should be able to:
 - explain different perceptions of places, societies and environments
 - show an understanding of how culture and perception can affect a sense of intercultural awareness
 - show an understanding of the interdependence of societies
 - demonstrate international awareness and intercultural awareness and understanding
 - explore issues facing the international community
 - recognize issues of equity, justice and responsibility
 - know when and how to take responsible action where relevant.

3. Skills - The development of skills in humanities is critical in enabling students to undertake research and demonstrate their understanding of knowledge and concepts.

- o Students should be able to demonstrate the following skills during the humanities course to an increasing level of sophistication.

Technical skills

- o At the end of the course, students should be able to:
 - observe, select and record relevant information from a wide range of sources
 - use a variety of media and technologies to research, select, interpret and communicate data

- use sources, such as maps, graphs, tables, atlases, photographs and statistics, in a critical manner
- represent information using maps, models and diagrams, including use of scale, graphs and tables.

Analytical skills

- At the end of the course, students should be able to:
 - analyses and interpret information from a wide range of sources
 - identify key questions, problems and issues
 - critically evaluate the values and limitations of sources
 - compare and contrast events, issues, ideas, models and arguments in a range of contexts.

Decision-making skills

- At the end of the course, students should be able to:
 - develop appropriate strategies to address issues
 - formulate clear, valid and sound arguments, make balanced judgments on events, and draw conclusions, including implications
 - make well-substantiated decisions and relate them to real-world contexts.

Investigative skills

- At the end of the course, students should be able to:
 - test hypotheses and/or ideas and modify them where necessary
 - plan, carry out and present individual and group investigations
 - engage in fieldwork in order to complement an investigation.

4. Organization and Presentation –

- Students should be comfortable using a variety of formats to organize and present their work (including oral presentations, essays, reports, expositions) and using a variety of media and technologies.
- They should understand that every presentation is unique and hence shows their new perspective.
- At the end of the course, students should be able to:
 - communicate information that is relevant to the topic
 - organize information in a logically sequenced manner, appropriate to the format used
 - present and express information and ideas in a clear and concise manner, using appropriate language, style and visual representation
 - use referencing and a bibliography to clearly document sources of information, using appropriate conventions.

The methodology or the “how” we will learn:

- Students will take notes from the board
- Students will complete group and individual technology
- Students will practice their writing skills by writing essays
- Students will take multiple choice, matching, true and false, and essay tests

Assessment is the term used to measure the students’ demonstrations of learning:

There will be summative assessment projects and tests to show what they have learned. These will be assessed using the IB MYP criteria:

Criterion A Knowledge Maximum 10:

- 0 The student does not reach a standard described by any of the descriptors given below.
- 1–2 The use of terminology is inconsistent or incorrect. Facts and examples are either **absent**, or those used are **irrelevant or do not show understanding**. The student provides descriptions that are **inaccurate** or that have **insufficient detail**; explanations are **absent or superficial**.
- 3–4 The use of terminology is **mostly accurate and usually appropriate**, though some errors remain. Facts and examples used are **mostly** relevant, and **usually show understanding**. The student provides **basic** descriptions that may need more detail; explanations are **usually adequate** but sometimes superficial.
- 5–6 Terminology is used **accurately and appropriately**. **Relevant** facts and examples are **used to show understanding**. The student provides **accurate** descriptions; explanations are **adequate** but not well developed.
- 7–8 A **range** of terminology is used accurately and appropriately. A **range** of relevant facts and examples are used to show understanding. The student provides **accurate and detailed** descriptions; explanations are **developed**.
- 9–10 The student shows an **excellent command of a wide range** of terminology, and uses it appropriately. An **extensive range** of relevant facts and examples are used to show understanding. Descriptions are **accurate and detailed** and explanations are **fully developed**.

Criterion B Concepts Maximum 10:

- 0 The student does not reach a standard described by any of the descriptors given below.
- 1–2 Application of concepts is **inappropriate**. The student **may demonstrate some** conceptual awareness and understanding by **recognizing basic** connections to the subject matter.
- 3–4 Application of concepts is **not always appropriate**. The student **demonstrates** conceptual awareness and understanding by **describing basic** connections to the subject matter.
- 5–6 Application of concepts is **appropriate but superficial**. The student demonstrates conceptual awareness and understanding by **describing** connections to the subject matter. The student **attempts** to apply concepts to other situations but is not always successful.
- 7–8 Application of concepts is **appropriate and shows some depth**. The student demonstrates conceptual awareness and understanding by **explaining** connections to the subject matter. The student **applies** concepts to other situations.
- 9–10 Application of concepts is **appropriate and sophisticated**. The student demonstrates conceptual awareness and understanding by **explaining in detail** connections to the subject matter. The student applies concepts **effectively** to other situations.

Criterion C Skills Maximum 10:

- 0 The student does not reach a standard described by any of the descriptors given below.
- 1–2 The student can select and use **some relevant** information. The student displays **minimal analytical skills**. The student's arguments, decisions or judgments are **not always relevant**, or may be **absent**. The student **attempts** to carry out investigations, demonstrating **few skills**.
- 3–4 The student selects and uses **mostly relevant** information. The student's work **lacks the required depth in analysis**. The student makes some **relevant** arguments, decisions or judgments though these are **unsupported**. The student demonstrates **basic** investigative skills.

- 5–6 The student selects and uses **relevant** information. Work shows **satisfactory evidence of analysis**. Arguments, decisions and judgments are **supported and balanced but superficial**. The student demonstrates **adequate** investigative skills.
- 7–8 The student selects and uses a **range of relevant** information. Work shows a **good level of critical analysis**. Arguments, decisions and judgments are **well supported and balanced**. The student demonstrates **effective** investigative skills.
- 9–10 The student selects and uses a **wide range of relevant** information. Work shows a **high level of critical analysis**. Arguments, decisions and judgments are **fully supported and well balanced**. The student demonstrates **sophisticated** investigative skills.

Criterion D Organization and presentation Maximum 8:

- 0 The student does not reach a standard described by any of the descriptors given below.
- 1–2 The student communicates information that **may not always be relevant**. The student attempts to structure the work, but it may be **unclear** and/ or **inappropriate** to the format required. Presentation and expression are **unclear and imprecise**. There may be **some evidence** of documentation.
- 3–4 The student communicates information that is **mostly relevant**. The student attempts to structure **and** sequence the work but is **not always successful**. Presentation and expression are **occasionally unclear**. Sources of information are documented, though there **may be omissions or consistent errors** in adhering to conventions.
- 5–6 The student communicates information that is **relevant**. The student uses a structure **appropriate to the task and** sequences the content **logically**. Presentation and expression are **clear; attention is paid** to the audience and purpose in terms of appropriate language, style and visual representation. Sources of information are documented, with **occasional errors** in adhering to conventions.
- 7–8 The student communicates information that is **always relevant**. The student organizes information into a **well-developed and logical**

sequence, appropriate to the format required. Presentation and expression are **clear, concise and effective**, and the language, style and visual representation used are **always appropriate** to the audience and purpose. All sources of information are documented **according to a recognized convention**.

During the year each of these criteria will be measured at least twice, not necessarily at the same time. Because this is criterion based assessment you are not measured against others – it is not normative. All work will be compiled in a **portfolio**.

- **Internal Grading Policy** Everything will be given a point value. During the semester the students will get points, and their grade will be their point value earned divided by point value possible.

Resources and materials:

- Oklahoma History Textbook:
Oklahoma: Land of Contrasts. 2007 by Clairmont Press, Inc.
- US Government Textbook:
United States Government: Democracy in Action. Remy and Congressional Quarterly. Glencoe and McGraw-Hill Publisher.