

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title		History of the Americas IB HL 2AB		Course Code	<i>[Office use only]</i>
Transcript Title:	History IB HL 2AB		Grades Levels:	12	Board Adoption Date:
Content Area:	Social Science		GPA Scale:	5.0	Date Course Submitted: March 2011
Credential Req:		Graduation Subject Areas:		Amer. Democracy	Economics
UC/CSU "A-G" Area Approvals:	Yes		School Site that wrote and submitted the course:		NHHS
Prerequisite(s):	AP United States History in Junior Year				
Next course(s):					

COURSE DESCRIPTION

The IB history course at Newport Harbor High School is a two-year curriculum that includes AP United States History in the 11th grade and History of the Americas IB HL in the 12th grade. This two-year experience is designed to instill in students an understanding of what a true historian is. We want our students to take a global perspective on the curriculum, and to see the events and ideas they learn as part of a "big picture" attitude. We want them to see the study of history as an opportunity for unbiased critical thinking, for deep analysis and synthesis of ideas, and for being open-minded and respectful of world cultures. We want them to be competent and confident communicators of their ideas.

Our first goal is to foster a deep and insightful knowledge of history, in particular the history of those regions and eras covered in the course description. Furthermore we hope that students will also gain knowledge and insights into the history of eras and regions not specifically designated, but which are impacted in some way by the events and ideas studied. We want them to have an appreciation for historical documents and other primary sources, and to be able to use them skillfully as evidence as they develop their understanding of historical processes. As historians, students should be able to carefully assess the value and limitations of sources they confront. They must be able to see these sources in light of the cultural and historical context from which they emerge.

Since the acquisition of historical data is meaningless without reasonable assessment, careful analysis, and the ability to construct a valid synthesis of ideas based on hard evidence, we will focus our attention on these skills throughout the course. Students will be regularly asked to examine primary (and secondary) sources, analyze their content, assess the point of view of the author and the cultural and historical context, and to skillfully assess the source in relation to other sources which may or may not corroborate each other. From this careful analysis students will be asked to construct meaningful theses and to write essays which develop and support their thesis. History teachers will work closely with the TOK teacher to ensure that the TOK concept and internationalism are important parts of this course. The core method of teaching will be to use the Socratic seminar, inquiry, debate and creative expression regularly in the classroom, as well as the required readings and relevant lectures. While it is important that students acquire the core knowledge of the course, it is more important that they become critical thinkers, able to confidently communicate their ideas, listen carefully and with an open mind to the ideas of others. As true international-minded scholars, students will develop a deep appreciation and respect for cultural differences, while at the same time maintaining an unbiased and balanced ability to evaluate these differences vis-à-vis set of ethical and moral standards.

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	History of the Americas IB HL 2AB	Course Code	[Office use only]
--------------	-----------------------------------	-------------	-------------------

The ultimate goal of the course is to produce open-minded, clear thinking, confident, creative students who are able to express their ideas clearly and logically both verbally and in writing, and who will be better citizens of our country and of the world; students who are more willing and able to play a positive role on the world stage.

GOALS: (Expected performance outcomes for students)

The goals of the course are:

- 1) Produce students who are passionate about the study of history
- 2) Produce students who have a deep and meaningful knowledge and understanding of modern world and U.S. history.
- 3) Produce students who are capable of a meaningful evaluation of primary historical documents
- 4) Produce students who are capable of seeing the connections between past historical events or movements and more recent happenings, students who can evaluate these connections, detect causal relationships, make meaningful predictions about the direction of current trends based on past dynamics.
- 5) Produce students who have a deep knowledge and genuine respect for cultural differences in the world. Students who do not see the world through an ethno-centric lens, but who can genuinely appreciate the viewpoint of diverse cultural outlooks. At the same time these students should not be slavish devotees of all that is “different.” They should be able to critically assess the merits and disadvantages of certain cultural practices, and hold them up to the clear critical eye of reason and common sense.

California Content Standards

Students will be enrolled in the AP US History Course during their 11th grade.

Year 1: AP US History Standards

Reporting Cluster 1 – FOUNDATIONS OF AMERICAN POLITICAL AND SOCIAL THOUGHT (formerly titled FOUNDATIONS OF AMERICAN POLITICAL AND SOCIAL IDEOLOGY)

11.1 Students analyze the significant events surrounding the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

11.3 Students analyze the role religion played in the founding of America, its lasting moral, social and political impact, and issues regarding religious liberty.

Reporting Cluster 2 – INDUSTRIALIZATION AND THE U.S. ROLE AS A WORLD POWER (formerly titled INDUSTRIALIZATION AND AMERICA’S ROLE AS A WORLD POWER)

11.2 Students analyze the relationship among the rise of industrialization, large-scale rural to urban migration, and massive immigration from Southern and Eastern Europe.

11.4 Students trace the rise of the U.S. to its role as a world power in the 20th century.

Reporting Cluster 3 – UNITED STATES BETWEEN THE WORLD WARS (formerly titled AMERICA BETWEEN THE WORLD WARS)

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	History of the Americas IB HL 2AB	Course Code	[Office use only]
--------------	-----------------------------------	-------------	-------------------

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

Reporting Cluster 4 – WORLD WAR II AND FOREIGN AFFAIRS (formerly titled WORLD WAR II: POLITICAL, SOCIAL, AND ECONOMIC IMPACT)

11.7 Students analyze the American participation in World War II.

11.9 Students analyze United States foreign policy since World War II.

Reporting Cluster 5 – POST-WORLD WAR II DOMESTIC ISSUES (formerly titled POST-WORLD WAR II DOMESTIC ISSUES, DEVELOPMENTS, AND POLICIES)

11.8 Students analyze the economic boom and social transformation of post-World War II America.

11.10 Students analyze the development of federal civil rights and voting rights.

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

HISTORICAL AND SOCIAL SCIENCE ANALYSIS SKILLS (Grade 11)***

CHRONOLOGICAL AND SPATIAL THINKING

HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW

HISTORICAL INTERPRETATION

Year 2 IB History HL 2 Standards:

20th CENTURY WORLD HISTORY

World War I – Causes, course, and resolution: **Causes, practices, and effects of wars** Franco-Prussian War, imperialism, nationalism, tariffs, militarism, alliances, the Balkans, outbreak of war, western front, eastern front, total war, U.S. participation, treaty of Versailles, League of Nations, reparations, Locarno, Kellog-Briand.

Spanish Civil War: **Causes, practices, and effects of wars**

Spanish monarchy, emerging democracy in Spain, Franco in north Africa, economic crisis, origins of the conflict, strategies of the Falangists, world opinion, Nazi, Fascist, and Soviet intervention, Guernica, role of mass communication, outcome of war, role of Spain in World War II and afterwards.

World War II – Causes, course, and resolution: **Causes, practices, and effects of wars and #3 HL Option #3, #8 –the second world war and the Americas.** Rise of Fascism, the Great Depression, Austria, Chamberlain, Czechoslovakia, polish Corridor, outbreak of war, Battle of Britain, invasion of USSR, north Africa, Italy, Normandy, eastern front, fall of Berlin, United Nations, Nuremberg.

Africa: The Algerian War: Algerian nationalism, PCF, North African Party, Fourth Republic, OAS, Ahmed Ben Bella, FLN, Evian Accords, *Maquisards*, *Main Rouge*, *Ratonnades*, Phillipville Massacre, Charles DeGaulle, “The Barricades Week,” *Pied-Noirs*, Counter-insurgency tactics, end of hostilities, lasting effects of war in Algeria and france, world opinion, Fifth Republic.

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	History of the Americas IB HL 2AB	Course Code	[Office use only]
--------------	-----------------------------------	-------------	-------------------

The Americas: Falkland Islands (Malvinas) War: British imperialism, emerging nationalism in Argentina, Juan Peron, Eva Peron, military junta, *desaparecidos*, Margaret Thatcher, causes of the conflict, course of the war, effect of new technologies (Exocet etc) World reaction to the war, effects of the war, democracy in Argentina.

Origins of the Cold War: **U.S. in Cold War**, Yalta, Potsdam, partition of Germany, Berlin Blockade, Truman Doctrine, "Iron Curtain", Stalinism, NATO, Warsaw Pact, Korean War, Hungary, Khrushchev, "peaceful co-existence, missile crisis, Berlin Wall, Kennedy, arms race, Brezhnev Doctrine, re-stalinization, Czechoslovakia, Mao, Taiwan.

Cold War in the Americas: Revolution in Cuba and Nicaragua: **Cold war in Americas** Batista, American mafia, Fidel Castro, Che Guevara, embargo, missile crisis, Bay of Pigs, Angola, Hugo Chavez. FSLN, Anastasio Somoza Debayle, Prolonged popular War theory, *Terceiristas*, Daniel Ortega, FAO, Jimmy Carter, Fall of Somoza rule 1979, Sandinista rule, Cuban involvement, U.S. intervention, Cultural Ministry, end of Sandinista rule.

The Vietnam War : **Cold War in Americas** French colonialism, guerrilla tactics, Diem Bien Phu, Ho Chi Minh, Geneva Convention, Eisenhower, Kennedy, Viet Cong, Gulf of Tonkin Resolution, Johnson, Tet Offensive, world reaction, anti-war movements, Nixon, Henry Kissinger.

Communist China – After Mao: Mao, Cultural Revolution, Great Leap Forward, cult of Mao, Gang of Four, Deng Xiaoping, opening of Sino-U.S. relations, free market reforms of late 1970s, the Four Modernizations, the Ten Year Plan,

Communism in Crisis 1976-1989 : **Communism in Crisis** Willy Brandt, Afghanistan, Brezhnev, pope John Paul II, agricultural crisis, Gorbachev, Perestroika, Glaznost, Solidarity, Lech Walesa, Havel, impact of communication technology, Regan, SALT, rejection of communism by eastern bloc, kidnapping of Gorbachev, Boris Yeltsin, dissolution of Soviet Union

Evaluation

Year 1 will focus on preparing students to take the AP test in U.S. History. After the test, the focus will be to begin preparing for year 2 curriculum and assessments.

Appendix 5

IB Diploma Programme course outlines

Teachers responsible for each proposed subject must prepare a course outline following the guidelines below. While IB subject guides will be used for this exercise, teachers are expected to adapt the information in these guides to their own school's context. Please be sure to use IBO nomenclature throughout. The name of the teacher(s) who wrote the course outline must be recorded at the top of the outline.

Name of the teacher who prepared the outline:

Gary Robinson

Name of the course:

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	History of the Americas IB HL 2AB	Course Code	<i>[Office use only]</i>
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For example, English A1, HL.

IB history option 2 HL

Course description:

In two to three paragraphs, describe the course in terms of focus, purpose, aims and objectives, the inclusion of internationalism, the proposed process, and expected assessment. This should be a summary.

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	History of the Americas IB HL 2AB	Course Code	[Office use only]
--------------	-----------------------------------	-------------	-------------------

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THE COURSE: The course will be a two year course taken during the 11th and 12th grades. It will be designed as an HL course, using Route 2, 20th Century World History, and will focus on:

Prescribed Subject 3: Communism in Crisis 1976-1989

Topic 1: Causes, practices, and effects of wars

Topic 5: The Cold War

HL Option 3, Aspects of the History of the Americas, with emphasis on:

3. United States Civil War: Causes, course, and effects 1649-1877

8. The Second World War and the Americas 1933-1945

10. The Cold War and the Americas 1945-1981

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	History of the Americas IB HL 2AB	Course Code	<i>[Office use only]</i>
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Topics:

In narrative or outline form, list what you will cover in your course to meet the IB syllabus requirements. In addition, if IB courses are going to be combined with Advanced Placement or other curriculums, outlines should address additional non-IB topics to be covered.

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	History of the Americas IB HL 2AB	Course Code	[Office use only]
--------------	-----------------------------------	-------------	-------------------

COURSE OUTLINE:

YEAR ONE: (11th Grade) (150 hours) This course will prepare IB students for papers 1, 2, and 3 of the IB exam (HL Option), as well as meet California standards for the United States history course.

IB HISTORY – ROUTE 2 - 20th CENTURY WORLD HISTORY

FALL SEMESTER – September - January

I. New World Beginnings –
assignment)

August 27-31 (Summer

Geology of the New World, meeting of native Americans, Europeans and Africans, Columbus and the native people he encountered, Spanish conquest of Mesoamerica and South America.

Primary Sources: Map of the New World (Juan de la Cosa)

1490 map (Hernius Martellus Germanus)

The New World as Paradise (painting by Theodore de Bry)

II. The Planting of English America –

(September 2-5)

Jamestown, England's imperial expansion, English/native relationships, Europe and the Caribbean

III. American Life in the 17th Century –
11)

(September 6-

Life in the Chesapeake region, indentured servants, institutionalized slavery, Salem witch trials.

IV. The Duel for North America and United States Independence –
(September 12-23)

IB Paper #3 – Independence Movements. Native Americans, French, Spanish, Dutch, and English fight for control of the New World. Seven Years War. War of Independence.

FORMATIVE ASSESSMENT: Unit Test – objective and essay.

IV. The Confederation and the Constitution
October 6)

(September 25-

IB Paper #3 – Nation Building and Challenges Articles of Confederation, Constitutional Convention, Jeffersonian democracy, Westward expansion, Louisiana Purchase, the rise of mass democracy, two party system, industrialization

V. Jeffersonian Republic, War of 1812, Rise of Mass Democracy
21)

(October 8-

First presidency, Bill of Rights, Louisiana Purchase, westward expansion, Treaty of Ghent, James Monroe, Missouri Compromise, John Marshall, Monroe Doctrine, Andrew Jackson, Whig Party, Two Party system.

FORMATIVE ASSESSMENT: Document Based Question – Jacksonian Democracy

VI. Forming the National Economy, The Ferment of Reform and Culture **(October 22-**

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	History of the Americas IB HL 2AB	Course Code	[Office use only]
--------------	-----------------------------------	-------------	-------------------

FORMATIVE ASSESSMENT: Objective, essay

VII. United States Civil War – Causes, Course, and Effects (November 4-December 9)
IB Paper #3 United States Civil War. Manifest Destiny, the South and slavery, “Popular Sovereignty”, sectionalism, underground railroad, abolitionists, Fugitive Slave Law, Dred Scott, Abraham Lincoln, the Civil War, Reconstruction, KKK, President Johnson

FORMATIVE ASSESSMENT: In-class RFQ, Test: Objective, Essay

VIII. Political Paralysis, Industry, The Great West, Agricultural Revolution, Empire and Expansion (January 5-30)

SUMMATIVE ASSESSMENT: Semester Final. Objective, essays.

VII. Emergence of the Americas in Global Affairs 1880-1929

-IB Paper # 3. Industry comes of age, the great west, Hawaii, Agricultural revolution, Spanish-American War, Cuba, Puerto Rico, the Philippines, Open Door in China, Panama Canal, Progressivism, Women’s Suffrage

SPRING SEMESTER

VIII. Progressivism and Republican Roosevelt, Wilsonian Progressivism, World War I (February 2-20)

IB Paper #2 Causes, practices, and effects of war Social injustice, Muckrakers, Suffrage, Temperance, “Dollar Diplomacy,” Wilson’s Diplomacy in Latin America, War and Neutrality, U.S. involvement in Great War, Fourteen Points, treaty of Versailles, Women, African-Americans, civil rights

FORMATIVE ASSESSMENT : Test: objective, essay

IX. Roaring 20’s, Red Scare, The Great Depression and the New Deal, Shadow of War U.S. in World war II (February 23-March 26)

IB Paper #3. The Second World War and the Americas Roaring Twenties, Red Scare, Prohibition, Scopes Monkey trial, automobile, mass consumption, advertising, Great Depression, Hundred Days Congress, NRA, TVA, New Deal, World War II and the Americas, **IB Paper #2 Second World War** Franklin Roosevelt, Neutrality Acts, Spanish Civil War, Isolation and Appeasement, Pearl Harbor, North Africa, Italy, Normandy, Atomic Bombs, United Nations

FORMATIVE ASSESSMENT: Test: Objective and essays
Page 9 of 15

X. The Cold War, Civil Rights and Social Movements , Resurgence of Conservatism, Post Cold War Era. (March 27th – April 27th)

IB Paper #2 The Cold War IB Paper #3 – The Cold War and the Americas Truman

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	History of the Americas IB HL 2AB	Course Code	[Office use only]
--------------	-----------------------------------	-------------	-------------------

Brown v Board of Education, Martin Luther King Jr, desegregation, Johnson's "Great Society", youth movements, feminism, native Americans.

FORMATIVE ASSESSMENT

XI. **(May 3-June 19th) Choose** topics and begin work on **historical investigation**. Students may choose any topic which will help them on their final external assessments.

YEAR TWO: (12th Grade) (150 hours) This course will prepare students for papers #1, #2 and #3 of the IB exam.

20th CENTURY WORLD HISTORY

FALL SEMESTER

I. World War I – Causes, course, and resolution **(September 4-25)**

IB paper #2 Causes, practices, and effects of wars Franco-Prussian War, imperialism, nationalism, tariffs, militarism, alliances, the Balkans, outbreak of war, western front, eastern front, total war, U.S. participation, treaty of Versailles, League of Nations, reparations, Locarno, Kellogg-Briand.

II. Spanish Civil War **(September 27-October 18)**

IB paper #2 Causes, practices, and effects of wars

Spanish monarchy, emerging democracy in Spain, Franco in north Africa, economic crisis, origins of the conflict, strategies of the Falangists, world opinion, Nazi, Fascist, and Soviet intervention, Guernica, role of mass communication, outcome of war, role of Spain in World War II and afterwards.

FORMATIVE ASSESSMENT: Test: Objective, Essay: *Compare/contrast wars from different IB regions, using primary sources.*

III. World War II – Causes, course, and resolution **(October 20-November 17)**

IB paper #2 Causes, practices, and effects of wars and #3 HL Option #3, #8 – the second world war and the Americas. Rise of Fascism, the Great Depression, Austria, Chamberlain, Czechoslovakia, Polish Corridor, outbreak of war, Battle of Britain, invasion of USSR, north Africa, Italy, Normandy, eastern front, fall of Berlin, United Nations, Nuremberg

FORMATIVE ASSESSMENT: Oral presentations on student-selected topics relating to **Topic #1**

IV. Africa: The Algerian War **(November 19- December 11)**

IB Paper #2- War -Algerian nationalism, PCF, North African Party, Fourth Republic, OAS, Ahmed Ben Bella, FLN, Evian Accords, *Maquisards*, *Main Rouge*, *Ratonnades*, Phillipville Massacre, Charles DeGaulle, "The Barricades Week" *Pied-Noirs*, Counter-insurgency tactics, end of hostilities, lasting

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	History of the Americas IB HL 2AB	Course Code	[Office use only]
--------------	-----------------------------------	-------------	-------------------

IB Paper #2 War British imperialism, emerging nationalism in Argentina, Juan Peron, Eva Peron, military junta, *desaparecidos*, Margaret Thatcher, causes of the conflict, course of the war, effect of new technologies (Exocet etc) World reaction to the war, effects of the war, democracy in Argentina.

FORMATIVE ASSESSMENT: TEST: Objective, Essay using primary sources

VI. Origins of the Cold War (January 3-30)

IB Papers #1, #2 Cold War, and #3 U.S. in Cold War, Yalta, Potsdam, partition of Germany, Berlin Blockade, Truman Doctrine, "Iron Curtain", Stalinism, NATO, Warsaw Pact, Korean War, Hungary, Khrushchev, "peaceful co-existence, missile crisis, Berlin Wall, Kennedy, arms race, Brezhnev Doctrine, re-stalinization, Czechoslovakia, Mao, Taiwan.

SUMMATIVE ASSESSMENT: Semester Final: Designed and assessed in the IB format

SPRING SEMESTER

VII. Cold War in the Americas: Revolution in Cuba and Nicaragua
(February 1-22)

#2 Cold War and #3 Cold war in Americas Batista, American mafia, Fidel Castro, Che Guevara, embargo, missile crisis, Bay of Pigs, Angola, Hugo Chavez. FSLN, Anastasio Somoza Debayle, Prolonged popular War theory, *Terceristas*, Daniel Ortega, FAO, Jimmy Carter, Fall of Somoza rule 1979, Sandinista rule, Cuban involvement, U.S. intervention, Cultural Ministry, end of Sandinista rule.

FORMATIVE ASSESSMENT:

VIII. The Vietnam War (February 23-March 15)

IB papers #1, #2 War, Cold War, and #3 Cold War in Americas French colonialism, guerrilla tactics, Diem Bien Phu, Ho Chi Minh, Geneva Convention, Eisenhower, Kennedy, Viet Cong, Gulf of Tonkin Resolution, Johnson, Tet Offensive, world reaction, anti-war movements, Nixon, Henry Kissinger.

FORMATIVE ASSESSMENT

IX. Communist China – After Mao (March 17-April 12)

Mao, Cultural Revolution, Great Leap Forward, cult of Mao, Gang of Four, Deng Xiaoping, opening of Sino-U.S. relations, free market reforms of late 1970s, the Four Modernizations, the Ten Year Plan, Page 11 of 15

March 31 – Historical investigations are Due!!!!

X. Communism in Crisis 1976-1989 (April 13- May 7)

IB papers #1 Communism in Crisis ,#2, and #3 arms race, Willy Brandt, Afghanistan, Brezhnev, pope John Paul II, agricultural crisis, Gorbachev, Perestroika, Glasnost, Solidarity, Lech Walesa, Havel, impact of communication

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	History of the Americas IB HL 2AB	Course Code	<i>[Office use only]</i>
--------------	-----------------------------------	-------------	--------------------------

First weeks of May – External formal assessment:

Students will sit for 3 papers totaling five hours, on the History Route 2 HL prescribed subject selected, the two topics selected, and the three sections of the HL option selected.

Assessment:

Knowledge of IBO-required assessments and descriptors should be evident. All parts of IB assessment should be addressed, both internal and external. In addition, examples of non-IB monitoring should be given, if they are part of the course.

This HL course will include regular internal assessments based on the IB model, and designed to evaluate student (and teacher) progress in the course, and to prepare students for the three **final papers** in May of the second year of the course.

As indicated throughout the course outline above, students will be prepared for the following external assessments, totaling 5 hours:

Paper 1 – (one hour) Following Route 2, students will be prepared for short answer/structured questions on the prescribed subject selected (from a choice of three)

Paper 2 – (one and one-half hours) students will be prepared for two extended-response questions on Route 2, topic 5, The Cold War, and topic 1, causes, practices, and effects of wars.

Paper 3 – (two and one-half hours) Students will be prepared for three extended response questions on HL option 3, Aspects of the History of the Americas, focusing on topics 3 – the U.S. Civil war, causes, course, and effects 8 – World War Two and the Americas, 10 – The Cold War and the Americas

In addition, students are to do a 20 hour historical investigation on a topic which relates to some topic on the above **final papers**. This historical investigation is due **March 31** of the second year of the course.

Resources:

List the books and other resource materials and software that will be used in the course. Information should include what is currently available as well as what is being ordered.

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	History of the Americas IB HL 2AB	Course Code	[Office use only]
--------------	-----------------------------------	-------------	-------------------

Bailey, Thomas; Kennedy, David, *The American Spirit: Companion of Primary Sources for American Pageant*, Houghton Mifflin, Boston, Mass. 1998

Borneman, Walter, *The French and Indian War*, Harper Collins, New York, New York, 2006

de Bry, Theodore, Painting *The New World as Paradise*

Gaddis, John Lewis, *The Cold War a New History*, Penguin Books, New York, 2005

Galuala, David. *Counteinsugency Warfare: Theory and Practice*. 1964

Hinton, Chris, *Advanced History Core Text, Modern America: The USA, 1865 to the Present*, Trans-Atlantic Publications, Inc. (January 30, 2005) ISBN-10: 0719577446 ISBN-13: 978-0719577444

Jean-Luc Godard, *Le petit Soldat*, Film originally banned because of torture scenes.

Keegan, John, *The First World War*, First Vintage Books, New York, 2000

Keegan, John, *The Second World War*, The Penguin Group, New York, 1989

Kennedy, David M., Cohen, Lizabeth, Bailey, Thomas A. *The American Pageant*. 13th Edition. Boston, MA.: Houghton Mifflin Co., 2006

Laver, John & Wolfson, Robert, *Years of Change European History 1890-1990*, Hodder Murray; 3 edition, 2001

Map of the New World – Juan de la Cosa

1490 Map – Hernius Martellus Germanus

McKay, Hill, Buckler, *A History of Western Society*, Houghton-Mifflin, 9th edition Copyright 2007.

Tomkinson, John L., *Wars and Warfare Series: Studies in Twentieth Century World History*, ISBN: 960-88087-2-3

Tomkinson, John L., *The Cold War, Themes in Twentieth Century World History* ISBN: 960-88087-4-X

Trinquier, Roger. *Modern Warfare: A French View of Counterinsurgency*, 1961

Urban, Mark, *Fusiliers: The Saga of the British Redcoat Regiment in the American Revolution*, Harper Collins, New York, New York, 2006

Windrow, Martin. *The Algerian War 1954-1962*. London. Osprey Publishing. 1997

Winik, Jay, *April 1865*, Harper Collins, 2001

Zinn, Howard. *A People's History of the United States: 1492-Present*. 1st Edition. New York, NY. Perennial Classics, Division of HarperCollins, 2001

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	History of the Americas IB HL 2AB	Course Code	<i>[Office use only]</i>
---------------------	--	--------------------	--------------------------

Teaching time:

List all classroom teaching hours for each HL and SL course. Explain how the hours are calculated.

HL/SL course	Teaching hours
History Option 2 HL	240 hrs
	<i>(add rows as necessary)</i>

In addition:

For group 3 subjects:

- Where history will be offered at higher level, please indicate the regional option selected.
- Have the teachers organized appropriate optional topics for study where applicable? Does the course provide adequate preparation in oral and written expression and in analytical and critical thought?
- Explain how the topics chosen will be used to reinforce internationalism.
- Does the school subscribe to newspapers, periodicals, and current reference materials providing up-to-date information, for both staff and student needs, relevant to the group 3 courses offered at the school?
- Where history will be offered at higher level, are there adequate reference materials in the library to support the study of the regional option, as well as to provide sources for in-depth study?

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	History of the Americas IB HL 2AB	Course Code	<i>[Office use only]</i>
--------------	-----------------------------------	-------------	--------------------------

- History HL option 2
- Our course outline shows our optional topics scheduled with adequate teaching time. Analytical and critical thought are at the core of our course. Essays, class discussions, Socratic seminars, debates, and other similar activities will be a strong part of this course, and all encourage and honor clear critical thinking.
- The study of history is by its nature international (or certainly should be). Students will of course study the history and culture of numerous societies, they will read and evaluate numerous international sources, and they will come to grips with issues that reach across national boundaries, such as wars, poverty, migration, environmental issues, etc
- Our school does subscribe to or provide on-line access to reference materials relevant to the IB history course regional options.
- When our new library opens in September 2009 we will make certain that adequate materials relevant to our regional options are available to staff and students.