

Diploma Programme subject outline—Group 3: individuals and societies

School name	Thomas Jefferson High School	School code	52227
Name of the DP subject <i>(indicate language)</i>	History of the Americas		
Level <i>(indicate with X)</i>	Higher <input checked="" type="checkbox"/>	Standard completed in two years <input type="checkbox"/>	Standard completed in one year * <input type="checkbox"/>
Name of the teacher who completed this outline	Diane Ruiz	Date of IB training	10/8-10/10/2017
Date when outline was completed	11/6/2017	Name of workshop <i>(indicate name of subject and workshop category)</i>	IB Americas History Category 1

* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

If you will teach history, complete the following chart.

Prescribed subject	Topics	HL option and sections
Rights & Protest	Evolution & Development of Democratic States (1848-2000)	
	The Cold War : Superpower Tensions & Rivalries (20th Century)	History of the Americas – Civil Rights & Social Movements, The Great Depression, The Cold War

1. Course outline

- Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.
- This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject
- This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should

not just be a “copy and paste” from the subject guide.

- If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

	Topic/unit (as identified in the IB subject guide) <i>State the topics/units in the order you are planning to teach them.</i>	Contents	Allocated time	Assessment instruments to be used	Resources <i>List the main resources to be used, including information technology if applicable.</i>
			O n In on		
			90 minutes.		
			2.5 classes.		
Year 1	Case study 1: Civil rights movement in the United States (1954–1965)	Nature and characteristics of discrimination, such as, Racism and violence against African Americans; the Ku Klux Klan; disenfranchisement; Segregation and education; Brown versus Board of Education decision (1954); Little Rock (1957); Economic and social discrimination; legacy of the Jim Crow laws; impact on individuals	7.5 Weeks	<ul style="list-style-type: none"> Vocabulary Quizzes Current Events Presentations Group presentations Paper 1 	<ul style="list-style-type: none"> Archive.org myIBO.org History for the IB Diploma Paper 1: Rights & Protest Access to History for the IB Diploma: Rights & Protest
		Protests and action, such as, Non-violent protests; Montgomery bus boycott (1955–1956); Freedom Rides (1961); Freedom Summer (1964); and Legislative changes: Civil Rights Act (1964); Voting Rights Act (1965)			

		The role and significance of key actors/groups , such as, Key actors: Martin Luther King Jr; Malcolm X; Lyndon B Johnson; Key groups: National Association for the Advancement of Colored People (NAACP); Southern Christian Leadership Conference (SCLC) and Student Non-violent Coordinating Committee (SNCC); the Nation of Islam (Black Muslims)			<ul style="list-style-type: none"> • The Fate of Africa: A History of Fifty Years of Independence • Nelsonmadela.org
	Case study 2: Apartheid South Africa (1948–1964)	Nature and characteristics of discrimination, such as, “Petty Apartheid” and “Grand Apartheid” legislation; Division and “classification”; segregation of populations and amenities; creation of townships/forced removals; segregation of education; Bantustan system; impact on individuals	7.5 Weeks		<p>“Witness: South Africa and Apartheid 1948-1994” (http://www.youtube.com/watch?v=OfNNaW1bR_Q) from 1:30-7:30</p>
		Protests and action, such as, Non-violent protests: bus boycotts; defiance campaign, Freedom Charter; Increasing violence: the Sharpeville massacre (1960) and the decision to adopt the armed struggle; Official response: the Rivonia trial (1963–1964) and the imprisonment of the ANC leadership			

		The role and significance of key actors/groups, such as, Key individuals: Nelson Mandela; Albert Luthuli; Key groups: the African National Congress (ANC); the South African Communist Party (SACP) and the MK (Umkhonto we Sizwe—"Spear of the Nation")			
	9: Evolution and Development of Democratic States (1848-2000)	Conditions that encouraged the demand for democratic reform: aftermath of war and/or political upheaval; political, social and economic factors; external influences; The role and significance of leaders; Development of political parties, constitutions and electoral systems; the significance/impact of those developments	15 weeks	<ul style="list-style-type: none"> • Vocabulary Quizzes • Current Events Presentations 	
	9: Evolution and Development of Democratic States (1848-2000)	Factors influencing the evolution of democratic states: immigration; ideology; economic forces; foreign influences ; Responses to, and impact of, domestic crises; Struggle for equality: suffrage movements; civil protests		<ul style="list-style-type: none"> • Group presentations • Paper 2 	<ul style="list-style-type: none"> • History for the IB Diploma Paper 2: Evolution and Development of Democratic States
	9: Evolution and Development of Democratic States (1848-2000)	Social and economic policies and reforms: education; social welfare; policies towards women and minorities; the distribution of wealth; The extent to which citizens benefit from those policies; Cultural impact; freedom of expression in the arts and media			

	12: The Cold War: Superpower Tensions and Rivalries (20 th Century)	The breakdown of the grand alliance and the emergence of superpower rivalry in Europe and Asia (1943–1949): role of ideology; fear and aggression; economic interests; a comparison of the roles of the US and the USSR	15 weeks		<ul style="list-style-type: none"> The Cold War Course Book The Cold War: Tensions & Rivalries
	12: The Cold War: Superpower Tensions and Rivalries (20 th Century)	Examination and comparison of the causes, impact and significance of The Berlin Blockade and the North Korea invasion of South Korea			
	12: The Cold War: Superpower Tensions and Rivalries (20 th Century)	The impact of two leaders, each chosen from a different region, on the course and development of the Cold War – Stalin & Truman			
	12: The Cold War: Superpower Tensions and Rivalries (20 th Century)	The US, USSR and China—superpower relations (1947–1979): containment; peaceful co-existence; Sino-Soviet and Sino-US relations; détente			
	12: The Cold War: Superpower Tensions and Rivalries (20 th Century)				

	12: The Cold War: Superpower Tensions and Rivalries (20 th Century)	Confrontation and reconciliation; reasons for the end of the Cold War (1980– 1991): ideological challenges and dissent; economic problems; arms race			
	12: The Cold War: Superpower Tensions and Rivalries (20 th Century)	The impact of Cold War tensions on two countries (excluding the USSR and the US) – East Germany and Cuba			

Year 2	The Great Depression	The Great Depression: political and economic causes in the Americas; Nature and efficacy of solutions in the United States: Hoover; Franklin D Roosevelt and the New Deal; critics of the New Deal ; Canada: Mackenzie King and RB Bennett; Latin America’s responses to the Depression: the Concordancia in Argentina; Import Substitution Industrialization (ISI) Impact of the Great Depression on society: African Americans, women, minorities; The Great Depression and the arts: photography, the movie industry, the radio, literary currents	15 Weeks	<ul style="list-style-type: none"> • Internal assessment paper • Vocabulary Quizzes • Current Events Presentations • Group presentations • Paper 3 	<ul style="list-style-type: none"> • History of the Americas (1880-1981) • Twentieth Century World
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	Civil Rights & Social Movements	Indigenous peoples and civil rights in the Americas; African Americans and the civil rights movement: origins, tactics and organizations; the US Supreme Court and legal challenges to segregation in education: Brown Vs. Board of Education, ; ending of segregation in the south (1955–1980); Role of Dr Martin Luther King Jr in the civil rights movement; the rise of radical African American activism (1965–1968): Black Panthers; Black Power and Malcolm X; role of governments in civil rights movements in the Americas; Feminist movements in the Americas: Seneca Falls Convention 1948, The Women’s Rightn Movement; reasons for emergence; impact and significanc; Hispanic American movement in the United States; Cesar Chavez; immigration reform; Youth culture and protests of the	15 Weeks	<ul style="list-style-type: none"> • Internal assessment paper • Vocabulary Quizzes • Current • Events Presentations • Group presentations • Paper 3 	<ul style="list-style-type: none"> • History for the IB Diploma Paper 3: Civil Rights & Social Movements in the Americas post-1945
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	The Cold War	<p>Truman: containment and its implications for the Americas; the rise of McCarthyism and its effects on domestic and foreign policies of the United States; social and cultural impact of the Cold War; Korean War, the United States and the Americas: reasons for participation; military developments; diplomatic and political outcomes; Eisenhower and Dulles; characteristics and reasons for the policy; repercussions for the region; United States' involvement in Vietnam: the reasons for, and nature of, the involvement at different stages; domestic effects and the end of the war; Canadian non-support of the war; Latin American protest against the war; United States' foreign policies from Kennedy to Carter: the characteristics of, and reasons for, policies; implications for the region: Kennedy's Alliance for Progress; Nixon's covert operations and Chile; Carter's quest for human rights and the Panama Canal Treaty (1977); Cold War in Canada: reasons for foreign and domestic policies and their implementation</p>	15 Weeks		
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2. IB internal assessment requirement to be completed during the course Students will be assigned a case study to investigate and research then write an essay following the IA format.

Briefly explain how and when you will work on it. Include the date when you will first introduce the internal assessment requirement, when the internal assessment requirement will be due and how students will be prepared to do it.

Over a two year span of this course, the project will be completed by the students using specific criterion. The criterion for the project has been integrated throughout the two years. At each criterion phase, the teacher will use the allotted time from the timeline to review for high quality work being submitted and will provide high quality feedback with next steps. Students will be introduced to the IA in May in which they will be introduced to the criterion, academic honesty, look at sample projects and choose a topic. In May, students will be given time to do research and work on their project. Students will have time to work on and turn in a first draft of their Internal Assessment in year 1. In year two students will be reintroduced to the IA and criterion. At this time students will be allowed to change or expand on their first draft of their Internal Assessment from year 1. The expectation for submittal will be based on the high quality work. Research time will be given during January and February.

3. Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson.

Topic	Link with TOK (including description of lesson plan)
12: The Cold War: Superpower Tensions and Rivalries (20 th Century)	The study of History involves students in gaining knowledge through selecting evidence from a wide variety of sources. Students will learn to evaluate evidence and sources by exploring concepts such as validity, reliability, credibility, certainty, and individual as well as cultural perspectives Is history determined by great individuals or by circumstance? Since primary sources are a selective interpretation of events, when should they be taken at face value?

4. **Approaches to learning**

Every IB course should contribute to the development of students' approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management or research).

Topic	Contribution to the development of students' approaches to learning skills (including one or more skill category)
Cold War Crises North Korea invasion of South Korea	<p>Communication: In each topic, students will have time set aside to work with students on developing the essay writing skills that are central to success in the DP history course—activities could include: work on essay planning, paragraph structuring, introduction writing, conclusion writing. Students will also read works by historians so they learn to identify how the historians formulate and effectively utilize arguments in their writing. Students will be exposed to a variety of historical sources to help develop interpretative skills. In some topics, students will develop their oral presentation skills by choosing a particular aspect of your selected prescribed subject which she will research and give an oral presentation to the rest of the class on.</p> <p>Research Skills: In each topic, students will analyse the value and limitations of sources. Students will prepare for their internal assessment task through a formative assessment task that requires them to identify and locate historical sources themselves and write their own question. Students will learn about academic honesty and will be taught APA referencing for all their work.</p>

5. **International mindedness**

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources you will use)
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Leaders and Nations	IB History is concerned with individuals and societies in the widest context: political, social, economic, religious, technological and cultural. It contributes to students' understanding of their culture, heritage and identity in a global and international context. Students will be required to make comparisons between similar and dissimilar solutions to political, economic and social situations but will learn not to make judgements of different cultures, political systems and national traditions. The Diploma Programme History course helps to foster respect and understanding of people and events in cultures different from their own. Students will examine the Canadian non-support of the war and the Latin American protest against the war to try to understand their perspective.
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6. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
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The History Programme is linked to the IB learner profile, which aims to develop internationally focused, knowledgeable and caring young people who strive create a better and more peaceful world through intercultural understanding and respect. By following the History syllabus, students will have fulfilled the attributes of the IB learner profile in the following ways:

Inquirers in History • Student leads the research process by forming question from their natural curiosity • use as part of the research both secondary and primary sources • reflect on their research process • develop independence in learning • actively enjoy learning Knowledgeable students in History • acquire in depth knowledge of the contexts. confidently use subject specific vocabulary when discussing historical events/contexts • explore concepts, ideas and issues of local and global significance.

7. Resources

Are instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Will students have access to resources beyond the ones available at school? Briefly describe what plans are in place if changes are needed.

- myIBO.org
- achrive.org
- Longman : 20th Century History
- Pearson Educatin : Seminar Studies in History
- Hodder Education : Access to History
- Oxford University Press : Course Companions