

IB History of the Americas HL (yr 2) (2021-2022)

Mr. Lozano RM. 725 (All credit to Mr. Connors)

Staff Email: Richard.Lozano@sausdlearns.net

Room Phone number (direct from outside) 714-569-9553

Conference period: 1

Google classroom code: Period 4: gidff4s

Anything marked with ** is subject to change due to Covid-19 and updating school circumstances

Exam Dates** : Papers One and Two (1 ¾ Hrs) - Tuesday **May 3th** (Afternoon Session)

Paper Three (1 ¾ Hrs) - Wednesday **May 4th** (Morning Session)

Course Introduction:

Welcome to International Baccalaureate History of the Americas! This will be an intensive exploration of three selected case studies each focusing on a different aspect of life and society in the American continents between 1492 and the present. It is not possible to cover all possible context or detail between our selected topics - so it will be essential to remain focused on key themes, stay organized, and to be able to develop the skills necessary to pick up a new topic of study and gather essential background knowledge quickly and efficiently.

Purpose: A student of History is an *Open-Minded, Knowledgeable and Reflective Thinker*. Students of History understand that the discipline of History is very different than merely looking at the past; they understand that it is a rigorous intellectual study that revolves around critical concepts such as causation, consequence, change and continuity, bias, and significance. While factual evidence is critical to the study of History, the historian must take on the role of interpreter and analyze many perspectives and be able to engage dynamically with a variety of opinions. As we progress through the year, students will be expected to *Take Risks* with their interpretations, sharpen their skills of *Inquiry*, and become more *Balanced Communicators* who are able to transfer their knowledge of the past and use it to make the world a more *Caring* and *Principled* place today.

Review of History Examination components:

****Paper One:** - This is a source-based exam that will cover the content of **One** of the IB Prescribed Subjects: in our case, **Conquest and its Impact**: It is **1 hour long**** and is worth **20%** of the total IB History Grade. The exam will draw from only ONE of the case studies of the topic and will have four questions.

****Paper Two:** - This is an essay based exam that will cover the content of our two World History Topics (**Societies in Transition 1400-1700**, and **Causes and Effects of Early Modern Wars 1500-1750**) It is **45 minutes long**** and is worth **25%** of the total IB history Grade. This year**, the exam will consist of ONE essay question, chosen from 4 different options, 2 from each topic covered.

****Paper Three:** - This is an essay based exam that will cover the content of IB HotA. It is **1.75 hours long** and is worth **35%** of the total IB history Grade. Each topic will have two prompts. This year** the exam will ask the student to write on TWO questions, EACH from a DIFFERENT topic. Each topic covered will have two options.

Internal Assessment: - It is expected that students take roughly **20 hours' worth of independent work in addition to 20 hours of class time**. It is worth **20%** of the total IB history grade. Full written feedback is only allowed on ONE submitted rough draft of the material before the final version is submitted.

**** FULL OUTLINE DUE: November 18, 2021** - Before Thanksgiving Break - a Thursday

→ **ROUGH DRAFT DUE: January 10, 2022** - the second week of semester two - A Monday

→ **FINAL DRAFT DUE: February 28, 2022** - Last day of February - a Monday.

**** CONTENT:** We will study the following topics in depth over the course of the year: It is possible that as our situation demands/permits we will study some content from additional topics, and spend more or less time on certain content areas, but this is the plan for now.

2: European explorations and conquests in the Americas (c1492–c1600)

This section focuses on Spanish, Portuguese, French and British exploration and conquest in the Americas. It examines European exploration and conquest in Latin America, focusing particularly on Spanish and Portuguese contact with indigenous societies, as well as French and British exploration and occupation in North America. The emphasis of this section is on contact, interaction and consequences of exploration and conquest for the indigenous populations. This topic is intended to mix well and reinforce the content of Paper Two: Societies in Transition from year one.

13: The Second World War and the Americas (1933–1945)

As the world order deteriorated in the late 1930s, resulting in the outbreak of war in Europe and Asia, the countries of the region reacted in different ways to the challenges presented. This section focuses on the changing policies of the countries in the region as a result of growing political and diplomatic tensions prior to, and during, the Second World War. It also examines the impact of the war upon the Americas.

17: Civil rights and social movements in the Americas post-1945

This section examines the origins, nature, challenges and achievements of civil rights and social movements after 1945. Causes of some of these movements may be pre-1945. These movements represented the attempts to achieve equality for groups that were not recognized or accepted as full members of society, and they challenged established authority and attitudes.

Method: This course takes a largely thematic approach to History, It is extremely in depth for a High school History course, and it will have an accordingly heavy reading load. We will draw from a wide variety of primary and secondary sources. I will always attempt to provide individual copies of the chapters or passages I require you to read, whether in print or online.

It is expected that you come to class prepared. The nature of IB is such that ‘you get out of it what you put into it’ - failing to do the readings, failing to keep at least somewhat organized, failing to prepare for discussions, projects, and tests; all of this will prevent you from meeting any of the learning outcomes for this class.

Remember, the idea is not necessarily that you become an expert in these specific historical topics, but that the skills and diligence you develop can be transferred to any historical study, or indeed, any kind of study whatsoever. Thus, I expect that you treat everyone in the class with the respect that you would desire for yourself. A rising tide raises all boats. By failing to be prepared, you make everyone’s learning experience a little bit weaker.

Thou Shalt NOTs: Non-productive/ non-academic device use, talking or texting during lecture or when another peer is speaking, leaving before I have dismissed you, and rude language addressed to peers are unacceptable and will be treated severely.

Attendance: The simple fact is that you will learn more if you are here. BE HERE!

- It is your responsibility to make up missed work. Come see me in advance if you know you will be gone for a few days. I’m a reasonable person.

- With the ongoing testing/covid situation - if there should be a need for a student/teacher/whole class to return to virtual teaching - every attempt will be made to utilise digital resources and virtual spaces such as google meets and zoom to facilitate continued learning. A return to distance learning should not mean the death of effort or routine.

- If we do return to Online meetings- Online participation guidelines will be sent out to all students.

-School absence and tardy policies will be followed. You are considered Tardy if you aren’t in YOUR seat when the last bell rings, and you are considered absent if you miss 20 minutes of the class

Homework: - In exchange for the relatively intense reading and processing demands this course will put on you, other homework will be infrequent. However, long term assignments and projects MUST be kept track of, and especially in the IB, there is very little forgiveness for late work - This applies ESPECIALLY TO THE INTERNAL ASSESSMENT - for which I cannot allow late work - as the final draft for each student must be graded and submitted by ME before the external submission deadline. This is an IB deadline, not just a *Lozano* deadline.

- **Late Work will not be accepted for full credit without an approved absence.**

- **It is your responsibility to find someone in class to copy lecture notes from and fill you in about what we discussed when you were gone. (copying lecture or discussion notes will not constitute plagiarism for this class unless or until you then try to pass off that students work/ideas as your own)**

Make-up Work: Any Tests or Quizzes missed must be made up **After School within 1 week** of the students return. Make time in your schedule and arrange when you can be here ahead of time with me!

Grading/ Weighting: All IB exams are graded on a 7 point scale. To attain an IB diploma, a student must achieve a total of 24 points on six subject exams, as well as pass the core elements of TOK, CAS, and the Extended Essay. This means that students need to average scores of 4 or higher on each exam. **A 3 may be considered a passing score on a single exam if it is made up for by a 5 elsewhere. A 2 or a 1 are considered automatic failure.**

In my class, all assignments, discussions, papers, and projects will be graded on a 5 point scale, and you should aim to get a 4 or a 5 on all of your assignments. A more detailed rubric will be explained to you and given out during the first weeks. In RARE cases, a student may earn a 6, or possibly, if they are a unicorn, a 7 on an assignment. This will be reflected as extra credit in the gradebook and will be celebrated accordingly.

The reason for this is to reflect the actual difficulty of the IB History exam, and to prepare you accordingly for the reality of the test. Do NOT feel badly if you get a 4. The Diploma is earned by getting 4 on everything, not a 7 in one thing. Only 2% of students in the WORLD, get a 7 in History.

For our purposes, a 1 = F, 2 = D, 3 = C, 4 = B, and 5 = A. Getting a 6 or a 7 will again, be a very rare circumstance that reflects truly excellent work. The percentages to get a final grade in the class are as follows: **100 - 90% = A** (mostly 5's), **89 - 80% = B** (more 5's than 4's), **79 - 70% = C** (more 4's than 3's), **69 - 60% = D** (Mostly 3's) **59 - 0% = F** (mostly 2's and 1's)

-- According to District policy for the 2021-2022 school year - A 50% floor has been implemented in all classes- but Please understand that this does NOT mean it is impossible to fail. Do not let this be an encouragement to try and 'game the gradebook' and do the least work possible. --

Summative work (Unit tests, large projects and Papers) will be **50%** of the class grade
Formative work (Quizzes, practice writing assessments) will be **20%** of the class grade
Guided Practice (Discussion participation, lecture notes, and group work) will be **15%** of the grade
Independent Practice (Some homework, book notes) will be **15%** of the final grade

In other words - it is possible to pass and be a weaker test taker /essay writer if you do the work, but it is not possible to do well in the course without doing the homework and participating in class, even if you ace the tests.

****Course Materials:** Many course materials will be digital - and it will be **essential** to every student to bring their *chromebook and charger* each day. As well as a few basics like *pencils and black pens*.

-- Beyond the essentials- it is **highly** recommended that each student bring A physical notebook and folders (college ruled preferred) or a dedicated section in a larger binder with loose paper for notes and handouts. Taking notes by hand will not only build hand strength for eventual handwritten essays- but hand written notes have been scientifically demonstrated to forge greater learning retention.

- Bring a positive attitude and a brain ready to participate.

Student Signature: _____ . Student print: _____.

Parent/Guardian Signature: _____ . Print: _____.

**** Tentative Schedule:** The following Schedule is approximate and may be changed or altered - it is designed only to give you a feel for the pacing of class and topics we will be looking at in more detail:

Times / topics	Content outline
----------------	-----------------

Grading Period 1	<ul style="list-style-type: none"> - Welcome back/ Going Through Our Year/Planning ahead. (~week 1) - IA introduction and topic brainstorm (week 2) - Papers One and Two Where have we been? What do we remember? (~weeks 3-6) <ul style="list-style-type: none"> - Recap Granada Conquest - Recap Aztecs and Inca - Recap Renaissance/Reformation/Scientific Revolution - Recap two Early modern wars - examples from different regions
Grading Period 2	<ul style="list-style-type: none"> - Paper 3 - Topic 2. European explorations and conquests in the Americas (c1492–c1600) (~Weeks 7-11) *Much of this was covered through paper two last year - but this will be a helpful review for exam time <ul style="list-style-type: none"> - Spanish and Portuguese conquests - Systems of labor and servitude - English/French/Dutch settlement - Conflict with Natives - Social stratification / Transatlantic Slavery - IA check in/ outline creation/ research (~week 12)
Grading Period 3 (Semester 1) Thanksgiving Christmas Break	<ul style="list-style-type: none"> - Internal Assessment Research/ outline work (~weeks 1-2) - IA Outline Due November 18th! - Paper 3 - Topic 13 The Second World War and the Americas (1933–1945) ~3 weeks <ul style="list-style-type: none"> - Hemispheric reactions to the events in Europe and Asia: inter-American diplomacy; cooperation and neutrality; Franklin D Roosevelt’s Good Neighbor policy—its application and effects - Involvement and participation of any two countries of the Americas in the Second World War
Grading Period 4	<ul style="list-style-type: none"> - IA Rough draft Due January 10 + feedback conferences - Paper Three - Topic 13. Second World War and the Americas (Part 2) (~3 weeks) <ul style="list-style-type: none"> - Social impact of the Second World War; impact on women and minorities; conscription - Treatment of Japanese Americans, Japanese Latin Americans and Japanese Canadians - Reasons for, and significance of, US use of atomic weapons against Japan - Economic and diplomatic effects of the Second World War in any two countries of the Americas - Paper Three -Topic 17. Civil Rights and the Americas (~3 weeks) <ul style="list-style-type: none"> - Indigenous Peoples and Civil rights in the Americas - Hispanic American Movement in the United States
Grading Period 5	<ul style="list-style-type: none"> - IA Final Draft Due FEBRUARY 28th!!! - Paper Three - Topic 17 Civil Rights and Social Movements in the Americas (weeks <ul style="list-style-type: none"> - African Americans and the Civil Rights movement/ US Supreme court/ Challenges and organization end of segregation in South - Roles of Dr Martin Luther King/ Malcolm X/ Black Panthers - Feminist movements - Youth culture and protests of the 1960’s and 1970’s
Grading Period 6 Spring Break	<ul style="list-style-type: none"> - Review and Recap (weeks 13-14) - Exam Preparation (week 15) - Party