**IB History of the Americas HL**

IB HOA – Year One

**Turnitin.com Info Remind.com Info Google Classroom**

A3 ID: 21763232 Number: 81010 Code: sw42rz

B2 ID: 21763236 Message: d9k24e

Remind.com will not be

Password: Ahern used to remind students

of due dates

Molly Ahern – Room 404

Planning –A4 and B1

Phone —381-3620

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Purpose: The purpose of this course is for students to study History of the Americas over a two year period; this includes the history of the United States, with an infusion of Latin American and some Canadian history. The goal is for students to be able to explain trends and developments, continuity and change through time and through individual events. Through studying history it is intended that students will foster respect and understanding of people and events in cultures different from their own.

**6 Key Concepts of IB history**

* Change
* Continuity
* Causation
* Consequence
* Significance
* Perspective

**Aims:**

**As Identified by IB, the aims of all subjects in Group 3, Individuals and Societies are to:**

1. Encourage the systematic and critical study of human experience and behavior; physical, economic and social environments; the history and development of social and cultural institutions

2. Develop in the student the capacity to identify, to analyze critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society

3. Enable the student to collect, describe and analyze data used in studies of society, to test hypotheses and interpret complex data source material

4. Promote the appreciation of the way in which learning is relevant to both the culture in which the student lives and the culture of other societies

5. Develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity

6. Enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty

**The aims of the Diploma Programme history course at the higher level (HL) are to:**

1. develop an understanding of, and continuing interest in, the past

2. encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments

3. promote international-mindedness through the study of history from more than one region of the world

4. develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives

5. develop key historical skills, including engaging effectively with sources

6. increase students’ understanding of themselves and of contemporary society by encouraging reflection on the past.

**Assessment objectives:**

1. Knowledge and understanding

* Demonstrate detailed, relevant and accurate historical knowledge
* Demonstrate an understanding of historical concepts and context
* Demonstrate understanding of historical sources. (Internal assessment and paper 1)

1. Application and interpretation

* Formulate clear and coherent arguments.
* Use relevant historical knowledge to effectively support analysis
* Analyze and interpret a variety of sources. (Internal assessment and paper 1)

1. Synthesis and evaluation

* Integrate evidence and analysis to produce a coherent response.
* Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response.
* Evaluate sources as historical evidence, recognizing their value and limitations. (Internal assessment and paper 1)
* Synthesize information from a selection of relevant sources. (Internal assessment and paper 1)

1. Use and application of appropriate skills

* Structure and develop focused essays that respond effectively to the demands of a question.
* Reflect on the methods used by, and challenges facing the historian. (Internal assessment)
* Formulate an appropriate, focused question to guide a historical inquiry. (Internal assessment)
* Demonstrate evidence of research skills, organization, referencing and selection of appropriate sources (Internal assessment)

(Source of Aims and Assessment Objectives: IB Diploma Programme Guide: History)

**Materials:**

**Textbooks:**

* *The American Pageant*, 13th edition, Kennedy, Cohen & Bailey
* *Latin America: An Interpretive History*, 8th edition, Burns & Charlip
* Supplemental Materials will be used in addition to the above texts

**Additional Materials:**

* 3 ring binder (get a large binder since this will be used for the two years)
* Dividers
* College Ruled notebook paper
* Blue pens, Black pens, highlighters and Pencils (you will need all of these to complete various activities)
* Jump drive

**Notebook Setup:**

Label tab dividers:

1. Introduction/Course Handouts
2. Unit 1
3. Unit 2
4. Unit 3 (etc)

\*\* You are to keep all material in your notebook for the entire school year. You will be expected to turn in your junior year IB HOA notebook to your senior year IB HOA instructor at the beginning of your senior year.

**Course Content – HOA Junior Year Syllabus:**

The following syllabus is simply a guide and subject to change. It is important to note that students will be responsible for content taught in both the junior and senior IB History of the Americas when taking the IB HOA exams at the end of their senior year. They will also be responsible for the content when taking the EOC their senior year.

**Unit 1: Introduction of Course**

**Movements of Independence**

The United States

The French and Indian War

The Causes of the US War for Independence

The Declaration of Independence

The US War for Independence

The Revolution in Latin America

The Haitian Revolution

The Latin American Wars of Independence

Unit 1 Exam

**Unit 2: The Evolution of New Governments and Confederations**

The US Articles of Confederation

The US Constitution

The Development of Political Parties in the US

Political Dissent in the US Early Nations Period

American Expansion and the War of 1812

The Jacksonian Era

Unit 2 Exam

**Unit 3: Slavery in the Americas**

Slavery in the United States

Latin American Slavery

Brazilian Slavery

The Ante-Bellum US and the Civil War and Reconstruction

Ante-Bellum Reform

Causes of the Civil War

The Civil War

Northern Racial Views and Reconstruction

Unit 3 Exam

**Unit 4: From Reconstruction to Industrialization in the US**

The Trans-Mississippi West

The Populist Movement

The Segregation and Disfranchisement of the Blacks

The Federal Government 1877-1900

The Impact of Industrialization

Unit 4 Exam

**Unit 5 : Empire and Expansion 1890-1909**

The Reaction to Increased Immigration in the US

The US Progressive Movement

The 1920’s in the US

**US Foreign Policy in Latin America, 1898 to 1929**

US Overseas Expansion

From the Big Stick to the Good Neighbor

Units 5 Exam

**Unit 6: The Mexican Revolution, 1910-1929**

Mexico Under Porfirio Diaz

Mexico Under Francisco Madero

The Mexican Revolution and Venustiano Carranza

Mexico After the Revolution

Unit 6 Exam

**Unit 7: World War I**

The European Background of WWI

The War 1914-1917

The Entry of the United States into World War I

The Russian Revolution and Civil War

World War I

The Versailles Peace Treaty

Rejection of Versailles Peace Treaty by US Senate

Unit 7 Exam

**Unit 8: Japan between World War I and II**

TBA

**HI and Grades**

**Internal Assessment(IA) – Historical Investigation (HI)– 20% of IB HOA Assessment**

**Due Date for HI will be in Mid January**

|  |  |
| --- | --- |
| **Tentative Due Dates** | **Historical Investigation Assignment** |
| Sept.3-4 | Topics for the IA/HI to be selected |
| Sep18-19, Oct 7-8, 17-18 | IA/HI - List of 3 sources in MLA format (total of 9 Sources) |
| November 7-8 | IA/HI rough draft and upload to turnitin.com |
| January 14-15 | IA/HI final copy and upload to turnitin.com |

\*If a student does not make a significant amount of changes (based on my comments) from the Rough draft to the final draft they Infinite Campus Grade for the assignment will not be higher than 25%

\*Final scores from the final HI will be included in the second semester Summative Category to ensure adequate time for fair and consistent grading.

Method of Evaluation:

50% Summative/Assessments: Unit exams- multiple choice questions and essay based

Questions, Internal Assessment/Historical Investigation paper (all

Components), Reading Tests, Note Checks

50% Formative/Daily: Supplemental Readings and Related Activities,

Homework Assignments, In-Class Assignments

Fayette County grading scale will be used. There will be *no curving of grades*.

A = 92-100

B = 83-91

C = 74-82

D = 65-73

**\*\*\* If you do not take the second year of HOA you will have to take a U.S. History Course your Senior year to meet graduation requirements.**

**Rules and Procedures for Class**

**Entering the Classroom**

Upon entering the classroom students will go directly to their seats and put their stuff down and begin to prepare for the lesson. They will need to put their binder on the table, get a piece of paper, a pen/pencil, and a textbook if it is noted that they will need it on the agenda. Students are expected to be in their seats when the bell rings and will begin working on the Bell Ringer. Any homework that is not completed before school will be considered late and only worth 50%, this means you cannot come into class and complete your homework there. You need to be respectful of all the students that are also trying to get to their seat so make sure you go directly to your desk. I will also be checking for dress code violations as students are walking into class. Below you will find the violations that will need to be corrected if worn to school. This list was directly copied from TCHS’s Professional Dress Code Policy.

Clothing guidelines:

1. Leggings, yoga pants, spandex, or other skin tight pants may not be worn UNLESS worn under a shirt/top that covers private areas and all undergarments.

2. Outermost pants must be worn at or above the hips.

3. Shorts, dresses and skirts must be at least “fingertip length.” When arms are down by your side (in a relaxed posture), the fingertip should be touching material.

4. Shoulders, backs, cleavage and stomachs must be covered. This applies to both male and female students.

5. No spaghetti straps, tank tops, see-through or halter tops allowed. (There is no 3-finger rule)

6. Promotion of alcoholic beverages, tobacco products, gangs, violence, sexual reference or anything deemed obscene, racially offensive or illegal activities will not be allowed (including, but not limited to: clothing, tattoos, belts, jewelry, etc.)

7. Sleepwear/loungewear, blankets or clothes (including pajama pants) originally intended as sleepwear/loungewear and bedroom slippers will not be allowed.

8. Undergarments shall not be exposed.

9. Students may not have wallet chains, spiked jewelry including bracelets or necklaces.

10. Head coverings including, but not limited to, hats, earmuffs, caps, hoods, visors, bandanas, scarves, head wraps, or mesh head coverings for male and female students will not be allowed unless for religious purposes. This includes bandanas worn as headbands or in pockets.

11. The wearing of sunglasses will not be allowed.

12. Hair grooming devices may not be worn in the hair.

13. Holes may not be worn in clothing in areas where underwear is exposed and/or private areas of the body are exposed. Holes are permitted in pants at fingertip length or below.

14. Trench coats and long rain coats will not be allowed.

15. Clothing must be appropriately sized.

Steps for faculty and staff to follow to ensure students are in compliance:

1. At the beginning of first block, teachers are responsible for ensuring that students assigned to them are in compliance with the dress code.

2. If a student is out of compliance the teacher will quietly address the student and question if the student can correct the dress code violation immediately.

3. Following the 10/10 policy, students unable or unwilling to correct the dress code violation will be sent to the office and an administrator will work with the student to address the dress code violation. Administration will send student back to class with a note verifying they have been seen.

4. If an administrator sees the student out of dress code compliance after being told to fix, that student will receive a consequence.

\*\* While it is not possible to detail every clothing item that may not be appropriate, the administration has the right to make the final decision on any dress code issue not addressed above.

\*\*Teachers uncomfortable with a student’s dress have the option to send the student to an administrator.

**Tardy to Class**

Any student that is late to class will be marked as “Tardy” to the class. You must be in the classroom to be considered on time. As per school rules, If you are tardy to class three times I have to contact home and write a referral. During 3rd block you will be considered tardy if you are not in class after lunch and skipping if you do not come to class before and/or after lunch.

**During Class**

Students are expected to be on task, complete all assignments, and participate in class discussions. Students who do not follow the rules will have a consequence such as independent work, phone call home, and/or referral if their behavior impacts others. While students are allowed to use the hall pass, I only allow students to take the pass when they are working on an assignment and have completed at least half the questions. If a student takes the hall pass every day or does not return within a reasonable amount of time (five minutes), I reserve the right to call home and work with the parents and principals to put a limit on the number of times a student can take the hall pass. Students must ask for permission to leave the classroom and may not just grab the pass and leave.

**Cell Phone Policy**

Electronic devices need to be kept up while I am giving instructions, teaching content, and during test. You need to be engaged by listening and watching me, not your phone. Once the class is working on an assignment you can listen to music as you work but your phone should not become a distraction or prevent you from completing work. If you are not able to finish your work because you spent too much time on your phone you will lose points and we will completely restrict your use of your phone in class. You may not make calls or answer calls in class, but I understand that circumstances arise and you may need to talk to a parent. Let me know first and we can arrange a time for you to quickly contact your parent in. If you are unsure if you can use your phone or not just ask me.

**Leaving the Classroom**

Toward the end of class I will post the Exit Slip on the board and students will be allowed to begin packing up materials after they have answered the Exit Slip. Students will be told when they can turn their work into the tray and put up their books. Students must remain in their seats until the bell rings. Once I dismiss them, students will push their chairs in and throw trash away. If you are in my classroom during 4th block you will need to put the chairs on the table after the bell rings. Under no circumstances will students be allowed to line up at the door and I reserve the right to hold the class until all students are at their seats.

**Absences and Work:**

Work missed due to excused absences may be made up within two days for full credit. Work missed for an unexcused absence will not be accepted. It is your responsibility to talk to me if you missed a day, it is not my responsibility to remind you that you need make up work. You may email me if you miss a day and I will try to email you the assignment and homework so that you don’t fall behind in class. Several lessons I have planned for the year require you to do some research the night before, if you do not complete the assignment you cannot participate and you will be given an alternative, independent assignment. I suggest you email me for the homework assignment or ask a friend. If a Summative assignment is due (HI, paper, project, etc.) Students are expected to still upload the assignment before the class deadline.

**Late Work:**

Late work is not accepted. It is your responsibility to get it to me when it is due.

**Missing an Exam:**

If you miss an exam it is your responsibility to make it up after school on the set make-up date. If you do not make-up the test on the day I identify as the make-up day it will remain a zero. Class test scores will not be released until all students have taken the exam.

**Plagiarism and Academic Misconduct:**

If a student is caught/suspected of plagiarizing any assignment they will receive a zero on the assignment, a referral, and could potentially face additional consequences through FCPS and through IB. Students must turn in their own work and cannot reuse work they have previously turned in to other classes or work that others have turned in. This includes daily work, homework, papers, projects, and the Historical Investigation. Please review the school academic policy and “Academic Honesty in the Diploma Programme” pamphlet for further clarification on types of plagiarism and recommendations to prevent it.

**TCHS FOCUS**

 We Are:

 Connected

 Responsible

 Engaged

 Exceptional

 Kind

**Rules and Consequences of Mrs. Ahern’s Classroom:**

Follow all Tates Creek High School Rules

We Are CREEK

In compliance with School Dress Code

Pick up after yourself and make sure all drinks have a lid on them

Cell phones should only be used when given permission and for school related purposes

Be respectful of other students and teachers

Give people the opportunity to complete their thoughts before responding

Raise your hand when you would like to speak

Do not throw things in the classroom

Keep school property free from vandalism (desks, walls, chairs, etc)

Allow people time to focus and complete assignments

Come to class prepared to learn

Arrive on time

Bring your completed homework to class

Bring paper and a pencil or pen

Sit in your assigned seat

Participate in class

Listen to others when they are speaking and respond in a respectful way

Stay on tasks

Heads must remain off the desks

Turn in all assignments

Cooperate with your group

**Consequences for Disruptive Behavior**

1st Offense – Warning

2nd Offense – Contact a Parent/Guardian

3rd Offense – Alternative Assignment

4th Offense – Referral

5th Offense – Call Principals

***PLEASE SIGN AND RETURN TO ME NEXT CLASS***

**THE FULL VERSION OF THE SYLLABUS CAN BE FOUND AT** [**www.tchsahern.weebly.com**](http://www.tchsahern.weebly.com) **AND I HIGHLY ENCOURAGE YOU AND YOUR CHILD TO VISIT IT OFTEN**

Important to remember for success in IB History of the Americas:

1. Pay course fees within the first week of school
2. Read all assigned material
3. Turn in all assignments
4. Follow the due dates and time manage your school assignments
5. Make changes to your Historical Investigation before turning in final copy
6. Follow the school and IB Academic Honesty policies
7. Attendance is crucial
8. Learn the content! Retain junior year material to study during senior year.
9. If you do not continue HOA your senior year you will have to take the U.S. History course.

We have read the full version of the syllabus on Mrs. Ahern’s website and understand the policies for Mrs. Ahern’s IB History of the Americas class.

In addition, I understand that my child may want to sign up for announcements and reminders for the class using remind.com and give them permission to do so.

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(Student’s Printed Name)

(Signature of student) (Date)

(Signature of parent/guardian) (Date)

**\*\* Optional: Donation of classroom items are much appreciated!!! Needed items used by all students: *tissues* and disinfecting wipes/sprays**

**IB History of the Americas HL Syllabus: Quick Reference**

*In an effort to go “green” I have only printed a Quick References of the Syllabus.*

*Please go to my website to view the full syllabus. It should be visited and read often.*

Molly Ahern – Room 404

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**6 Key Concepts of IB history**

* Change
* Continuity
* Causation
* Consequence
* Significance
* Perspective

**Assessment objectives as found in IB Diploma Programme Guide: History**

1. Knowledge and understanding
2. Application and interpretation
3. Synthesis and evaluation
4. Use and application of appropriate skills

**Materials:**

* Wide/Large 3 ring binder
* Dividers
* College Ruled Notebook Paper
* Pens/Pencils/Highlighters
* Jump Drive

**\*\*Notebook Setup: Look at full version of Syllabus on the Website**

\*\* You are to keep all material in your notebook for the entire school year. You will be expected to turn in your junior year IB HOA notebook to your senior year IB HOA instructor at the beginning of your senior year.

**Course Content – HOA Junior Year Syllabus:**

**Unit 1: Introduction of Course**

**Unit 2: The Evolution of New Governments and Confederations**

**Unit 3: Slavery in the Americas, The Ante-Bellum US, and the Civil War and Reconstruction**

**Unit 4: From Reconstruction to Industrialization**

**Unit 5 : Empire and Expansion 1890-1909**

**Unit 6: The Mexican Revolution, 1910-1929**

**Unit 7: World War I**

**Unit 8: Japanese between WWI and WWI**

**HI and Grades**

|  |  |
| --- | --- |
| **Tentative Due Dates** | **Historical Investigation Assignment** |
| Sept. 3-4 | Topics for the IA/HI to be selected |
| Sep23-24, Oct 7-8, 17-18 | IA/HI - List of 3 sources in MLA format (total of 9 Sources) |
| November 7-8 | IA/HI rough draft and upload to turnitin.com |
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\* Final scores from the final HI will be included in the second semester Summative Category to ensure adequate time for fair and consistent grading.

**Method of Evaluation:**

50% Summative/Assessments and 50% Formative/Daily

Fayette County grading scale will be used. There will be *no curving of grades*.

A = 92-100

B = 83-91

C = 74-82

D = 65-73

F= 0-64

**\*\*\* If you do not take the second year of HOA you will have to take a U.S. History Course your Senior year to meet graduation requirements.**

**Rules and Procedures for Class**

**Entering the Classroom –** Come with your completed homework, go to your seat and get ready for class

**Tardy to Class –** You will be marked “Tardy” if you are not in the room when the bell rings

**During Class –** Stay on task, stay off your phone, complete your assignment, and be responsible with the hall pass or I will contact your parents

**Cell Phone Policy** – Stay off your phone and if you need to use it talk to me first. If you are on your phone without permission or take advantage of this I will contact home or write a referral.

**Leaving the Classroom –** Turn in your work before you leave, remain in your seat until the bell rings, I will tell you when you can leave.

**Absences and Work –** Ask me for make-up work right away and check the board for the make-up day (if you do not attend that day your score will be a zero). Class exam scores will not be released until all students have taken the exam.

**Late Work -** Late work is not accepted. It is your responsibility to get it to me when it is due.

**Plagiarism and Academic Misconduct –** All work must be the student’s original work and cannot be work previously turned in to other courses/teachers.Students caught/suspected of plagiarizing assignment will receive a zero, a referral, and potentially consequences through IB. Please review the school academic code and “Academic Honesty in the Diploma Programme” pamphlet.

**Mrs. Ahern’s Classroom Management**

 We Are:

 Connected

 Responsible

 Engaged

 Exceptional

 Kind

**Rules and Consequences of Mrs. Ahern’s Classroom:**

1. Follow all Tates Creek High School Rules
2. Be respectful of other students and teachers
3. Come to class prepared to learn
4. Participate in class

**Consequences for Disruptive Behavior**

1st Offense – Warning

2nd Offense – Alternative Assignment

3rd Offense – Contact a Parent/Guardian

4th Offense – Referral

5th Offense – Phone call to the principals