

**IBMYP Subject Overview
2015-16**

Subject Area: Individuals & Societies **Course:** U.S. History II **MYP Level:** 2 **Teacher(s):** Ashley Kelly

Time Frame (Dates)	Unit Title and Topic (*=interdisciplinary connection; @=Action)	MYP Objectives	State Standards	Key Concept	Related Concepts	Global Context	Statement of Inquiry	MYP Assessment Task & ATL Focus	MYP Criteria	Learner Profile Focus
Sept	Westward Expansion	Knowing and Understanding	U.S. II 2a U.S. II 3a,b	Global Interactions	Innovation and Revolution	Scientific and Technological Innovation	Innovation and revolution help shape global interactions throughout the world.	Students will write an essay that demonstrates their understanding and interpretation of the unit question. Student responses should cite examples of how Native Americans, Settlers, Ranchers, Cowboys, and Railroad expansion and their human ingenuity changed the environment between 1850-1900. Or Prezi Interactive Timeline	Criterion A	Knowledgeable

								(Combine Reconstruction, Westward Expansion, Immigration, and Industrialization)		
Oct/Nov	Immigration/Industrialization	Thinking Critically	USII.2b USII.3b-e USII.5a	Change	Patterns and Trends	Personal and Cultural Experiences	Students will discover how the change in patterns and trends during the Industrial Age continues to impact personal and cultural experiences today.	Students will write a letter to their Congressman nominating one influential individual from this time period for a national statue. Research and what they have learned will be used as evidence to support their choice.	Criterion D	Inquirer
Dec	Imperialism and WWI	Knowing and Understanding	USII.4a,b	Development	Power	Globalization and Sustainability	In order for a country to become advanced they must develop and imperialize to show	World War I Timeline	Criterion A	Reflective Thinkers

							world power.			
Jan/Feb	Between the Wars 20s and 30s	Thinking Critically	USII.3e USII.5a,b,c,d	Development	Choice	Orientation time and space	Good and Bad Choices led to the Development of cities booming and the world spiraling into a depression.	Model-T Radio AD	Criterion D	Communicators Risk Takers
Mar	WWII/Holocaust	Communicating	USII.7 a.b,c	Global Interaction	Power	Globalization and Sustainability	World Powers helped shape Global Interactions around the world which leads to countries starting wars.	WWII Interactive Timeline: *Tour of Museum Exhibits *Hosting A History Channel Special *Magic School Bus Tour	Criterion C	Caring Balanced
April	Cold War	Investigating	USII.8a.b.c.d	Relationships	Conflict	Orientation time and space	Conflict leads to positive and negative relationships that affects the	Presidential Comparison	Criterion B	Knowledgeable

							world.			
May	Civil Rights	Communication	USII.9a,b	Identity	Conflict	Fairness and Development	Conflicts arise when they have different identities then other people.	Civil Rights Movement Time Capsule showing conflict and differences in identities.	Criterion C	Open Minded

Support of Personal Project: (Develop a narrative description of the ways in which your class supports the skills students will need to complete the Personal Project from spring of their freshman year through fall of their sophomore year. Areas to consider include but are not limited to the development of students' autonomy, self-confidence, reflection, perseverance, time-management and organization, and research.)

Throughout their 7th grade year, students will conduct individual research for a variety of projects. Some of these projects will be complete on their own and some will be done collaboratively. With each project, there will be a suggested timeline to help students develop their time-management skills. In addition, each project will have a reflection piece that will allow them to think of what they did well and what they could improve on. Students will do the same for group members when necessary.

During 7th grade, we work hard to develop historical writing skills. This will take perseverance. Most students have never done anything like this, and many will fail at first. By the end of the school year, all students will show improvement.

Finally, the 7th grade students will be responsible for two curriculums. The civics curriculum will require a great deal of organization and autonomy. They will have to keep up with a content notebook derived from mini lessons every Monday. They will have to study this notebook and be prepared for the State Exam at the end of the year while they are learning their history curriculum. This will all require a great number of the skills needed to be successful in high school.