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| **Dates** | September 8 - Oct 2 | **Oct 5 – Oct 30** | Nov 1 - Nov. 23 | **November 29 - Dec 17** | **Jan 3 -21** | **January 24- Feb 14** |
| Unit Title | Origins & History of Slavery | Revolution and the New Nation | Expansion and Reform | Civil War and Reconstruction | Reshaping the Nation and the Emergence of Modern America | Causes, Courses, Events, Consequences of WWI |
| Formal **TOK Connection** | What role did early European colonization play in the Americas and what is its significance today? | How might we gain new knowledge about historical events in order to help shape our understanding and perspective of U.S. policy today? | Is it possible to describe historical events in an unbiased way? | How can we, as Americans, learn from history and what implications does this give us today? | Why was the early 20th century such a dynamic shift in perspectives and how did this affect policies in the United States? | How do leaders decide the roles to play in international relations? |
| **SOLs** | 2, 3 | 4, 5 | 6 | 7 | 8, 9 | 9, 10 |
| **IB Objectives** | Demonstrate knowledge and understanding of Early America as influential in shaping a new nation. | Demonstrate knowledge and understanding of key historical events leading to Revolution and shaping US Constitution.  Formulate clear and coherent arguments. Use relevant historical knowledge to effectively support analysis. Analyze and interpret a variety of sources.  African Americans roles in the American Revolution.  How the US Constitution institutionalized, protected, and perpetuated slavery and its implications to today. | Evaluate different perspectives on historical issues and events.  Demonstrate evidence of research skills, organization, referencing and selection of appropriate sources.  How did Westward Expansion affect the institution of slavery? How did this lead to growing conflict in the US? | Identify the causes, practices, and effects of the Civil War as influential in shaping race relations. | Identify how key influences, leaders, and events helped shaped modern America. | Demonstrate knowledge and understanding of WWI as consequential in shaping modern America.  Identify the causes, practices, and effects of WWI. |
| **International Focus** | Spanish influence in Central and South America. | Philosophical and political influence from other nations in forming America. | Consequences of Westward Expansion in the Americas. | Engagement with Europe. What was slavery’s role in the Americas? | The Americas emerge on the world stage. | The role of the Americas in World War I. |
| **Unit Question** | To what extent did first contacts and relationships between the English and the Indians differ from those which have prevailed in Mexico and the Caribbean at the time of the Spanish conquest? | To what extent has the United States Constitution continued to affect American policies and ideologies, both explicitly and implicitly?  How should we interpret the Constitution today? Is there room for individual perspective in American policies for the common good? | How has individual perspective shaped WW expansion?  From a historical perspective, how can we learn to care for others in a way that respects different cultures? | Was the Civil War inevitable in the United States? How could / should we learn from the Reconstruction period in order to better understand individuals and societies? | How did key leaders significantly impact America’s emergence on the world stage? | To what extent did the United States involvement in WWI impact European relations? |
| **Assessment Task** | Unit Test : MC in class  essay practice | Debate  Unit Test  Essay 1: F&I War | Unit Test | Unit Test  Presentation | Unit Test | Unit Test |
| **Approaches to Learning** | Organization  **Thinking and Reflecting Skills** – Acquiring new knowledge, asking why developing responses to discussion questions. Making connections between peoples and societies. | Organization  **Thinking and Reflecting Skills** – Acquiring new knowledge, asking why developing responses to discussion questions. Making connections between peoples and societies.  **Communication Skills** –  **Research Skills -** Students will conduct research for debate  **Media Literacy**  **Principled -** Students will be asked not only to identify and explain their principles, but also to challenge those differing opinions | Organization  **Thinking and Reflecting Skills** – Acquiring new knowledge, asking why developing responses to discussion questions. Making connections between peoples and societies.  **Communication Skills** -  **Literacy**  **Research Skills -** Students will conduct research for debate  **Media Literacy**  **Principled -** Students will be asked not only to identify and explain their principles, but also to challenge those differing opinions | Organization  **Thinking and Reflecting Skills** – Acquiring new knowledge, asking why developing responses to discussion questions. Making connections between peoples and societies. | Organization  **Thinking and Reflecting Skills** – Acquiring new knowledge, asking why developing responses to discussion questions. Making connections between peoples and societies.  **Self-Management Skills -** Students will be given intermediary assignments, but remain responsible for their own progress. | Organization  **Thinking and Reflecting Skills** – Acquiring new knowledge, asking why developing responses to discussion questions. Making connections between peoples and societies.  **Self-Management Skills -** Students will be given intermediary assignments, but remain responsible for their own progress. |
| **Learner Profile Focus** | Inquirers – What significant consequences resulted from the Americas due to European colonization? | Thinkers – What was the catalyst of this war? What relevance does the Revolutionary War have for us today? | Reflective – How has Westward Expansion affected different populations in the Americas in different ways? | Principled, Knowledgeable – What were the causes of this war? How can historians learn from truth? | Thinkers, Reflectors How does the development of the United States have consequence today? | Inquirers, Open-minded, Caring– What was the cause of this war? Why do historians reach different conclusions on what caused World War I? How can we care for different nations after war? |
| **CAS support** | Identify initiatives that could help society.  Work collaboratively with others. | Students are taught the importance of global awareness and how we are all interconnected through our actions. | Work collaboratively with others  Show perseverance and commitment in their activities | Identify initiatives that could help society.  Work collaboratively with others. | Students are taught the importance of global awareness and how we are all interconnected through our actions.  Identify initiatives that could help society.  Work collaboratively with others. | Students are taught the importance of global awareness and how we are all interconnected through our actions.  Identify initiatives that could help society.  Work collaboratively with others. |

**SCHMIDT 2021 - 2022 IBDP Subject Overview**

**Subject Area: HOTA DP Level: HL**

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| **Dates** | February 15 – Feb 24 | **Feb 25 – Mar. 18** | Mar 21 - April 24 | **April 27 - May** | **- JUNE** |
| Unit Title | The Great Depression | WWII | Cold War | Civil Rights and Modern US | Modern America |
| Formal **TOK Connection** | What are we to understand and gain in knowledge from domestic events that have a global impact; such as the Great Depression? | How does the context within which historians live affect historical knowledge? | How does our perspective, as historians and as individuals, shape our understanding of global events? | How does the context within which historians live affect historical knowledge? | How does the context within which historians live affect historical knowledge? |
| **SOLs** | 10 | 11, 12 | 13 | 14, 15 | 14, 15 |
| **IB Objectives** | Demonstrate understanding of the ramifications of the Great Depression. | Demonstrate knowledge and understanding of WWII as consequential in shaping modern America.  Identify the causes, practices, and effects of WWII. | Identify the causes, practices, and effects of the Cold War as strategic influences on shaping international relations, and war today. | Identify and understand Civil Rights purposes, leaders, effects, and influences as developed during the 1960s and continued today. | Identify and Understand Civil Rights purposes, leaders, effects, and influences as developed during the 1960s and continued today. |
| **International Focus** | Central and South America | WWII and the Americas | USSR involvement and US intervention strategies | Racial tensions in the Americas | U.S. relations with Mexico today |
| **Unit Question** | Identify relevance and consequences of the Great Depression for the Americas. | Demonstrate knowledge and understanding of WWII as consequential in shaping modern America.  Identify the causes, practices, and effects of WWII. | How have the causes and effects of the Cold War affected the Americas and international relations today? | How might we, as individuals or as a society, come to better understand those who think different from us? Have different social customs and traditions? | How might we, as individuals or as a society, come to better understand those who think different from us? Have different social customs and traditions? |
| **Assessment Task** | Project  Map Assessment  Case Study  Unit Test | Unit Test | Unit Test  Paper | SOL Review - Tests  Civil Rights Project | Presentation |
| **Approaches to Learning** | Organization  **Self-Management Skills -** Students will be given intermediary assignments, but remain responsible for their own progress.  **Communication Skills** - Oral presentation based on a discussion question.  **Research Skills -** Students will conduct a guided research study  **Media Literacy**  **Literacy** | Organization  **Thinking and Reflecting Skills** – Acquiring new knowledge, asking why developing responses to discussion questions. Making connections between peoples and societies. | Organization  **Thinking and Reflecting Skills** – Acquiring new knowledge, asking why developing responses to discussion questions. Making connections between peoples and societies.  **Self-Management Skills -** Students will be given intermediary assignments, but remain responsible for their own progress.  **Media Literacy**  **Literacy** | Organization  **Self-Management Skills -** Students will be given intermediary assignments, but remain responsible for their own progress.  **Research Skills -** Students will conduct a guided research study  **Principled -** Students will be asked not only to identify and explain their principles, but also to challenge those when placed with difficult decisions often faced by people in positions of power.  **Media Literacy** | Organization  **Self-Management Skills -** Students will be given intermediary assignments, but remain responsible for their own progress.  **Communication Skills** - Oral presentation based on a discussion question.  **Research Skills -** Students will conduct a guided research study  **Thinking and Reflecting Skills** – Acquiring new knowledge, asking why developing responses to discussion questions. Making connections between peoples and societies.  **Principled -** Students will be asked not only to identify and explain their principles, but also to challenge those when placed with difficult decisions often faced by people in positions of power. |
| **Learner Profile Focus** | Principled, Caring- How can our study of the Great Depression in the Americas help us learn and understand dynamics in societies and individuals? | Thinkers - How did the actions, and the lack thereof, by the countries of the world lead to the rise of Fascist dictators in the 1930’s, and ultimately the start of World War II? | Open-minded – What benefits are there to being open-minded? Could the Cold War have been avoi  ded if world leaders had been open-minded? What Cold War leaders would you consider to be open-minded? | Inquirers, Open-minded, Reflective, Principled, Caring  –How can we learn from the Civil Rights era? Is the Civil Rights movement over? | Open-minded- How can we learn to respect those with differing viewpoints without compromising our own viewpoints? |
| **CAS support** | Increase awareness of their own strengths and areas for growth  Undertake new opportunities  Identify initiatives that could help society. | Increase awareness of their own strengths and areas for growth  Undertake new opportunities  Identify initiatives that could help society. | Increase awareness of their own strengths and areas for growth  Undertake new opportunities  Identify initiatives that could help society. | Increase awareness of their own strengths and areas for growth  Undertake new opportunities  Identify initiatives that could help society. | Increase awareness of their own strengths and areas for growth  Undertake new opportunities  Identify initiatives that could help society. |