Mrs. Chipman

IB History of the Americas

Room 1101

**Syllabus and Expectations**

**Course Description:** IB History of the Americas is an academically rigorous course surveying individuals and societies in the United States, Virginia and the Americas. During our course, IB History of the Americas/ Virginia and U.S. History, we will focus our studies from pre-Columbian times to the present day. This DP course will foster growth and development in your understandings of essential historical events within a global mindset. As with all survey courses, this class will focus on several important eras that are targeted by the IB program in the cumulative exams you will take in the 12th grade. The course will be structured through varied mediums and learning techniques; including, lectures, group analysis, Socratic discussions, presentations, debates, primary sources, selected readings, etc. Other internal assessments for IB will include interpretation of primary and secondary sources using OPCVL, document based questioning and free response questions.

**Course Objectives:** IB History of the Americas is a challenging and rewarding class as we strive to:

* promote our understanding of history from varying and diverse perspectives, sources, methods, and interpretations.
* encourage our understanding of the present through critical reflection upon the past.
* promote an understanding of the impact of historical developments at national, regional, and international levels.
* develop an awareness of one’s own historical identity through the study of the historical experiences of different cultures.

**Course Outline:**

Semester 1:

**Materials Needed DAILY for Class:**

\*Laptop **and** charger

\*Composition **or** Spiral Notebook

\*Pencils/pens/colored pencils

\*2 Expo markers (skinny)

\*Glue stick

1. Early America and Colonization
2. Revolution and the New Nation
3. Expansion and Reform
4. Civil War and Reconstruction
5. Reshaping the Nation

Semester 2:

*\*\*we will begin your Internal Assessment in Sem 2\*\**

1. World War I
2. The Great Depression
3. World War II
4. The Cold War
5. Civil Rights and Modern U.S.

**Course Texts:**

* *The Enduring Vision: A History of the American* *People* (electronic on schoology)
* Supplemental texts provided

**Assessments and Grading:**

Assessments will include a variety of formative and summative assessments and assignments including: papers, tests, quizzes, debates, presentations, projects, interactive journal/note-taking, and various other assignments.

**Tests/Projects: 30%**

**Quizzes: 30%**

**Classwork: 30%**

**Homework: 10%**

**ASSIGNMENT POLICIES:** \*\*Nota bene: ALL ASSIGNMENTS, unless otherwise specified, SHOULD ALWAYS BE COMPLETED ON YOUR OWN, AND NOT IN COLLUSION WITH A PEER!\*\*

* Unless otherwise stated, **ALL ASSIGNMENTS MUST BE COMPLETED AS A HARDCOPY**. Additionally, some assignments will be submitted BOTH online to turnitin.com, and/or on schoology, AND HARDCOPY. Please be cognizant of which medium is required! All ONLINE SUBMISSIONS are due at the START of the school day (9:00AM) REGARDLESS of class period.
* All other classwork/homework must be HANDWRITTEN unless directed otherwise. Each student is responsible for individual reflections and reports unless specifically stated by teacher. Copying of another student’s written work is not permitted.
* **To reiterate IB academic integrity policies**: all papers must be cited and attributed properly including internal citations according to MLA
* Students are expected to turn in all assignments on time, at the START of the class period.
* Proper writing skills: You are accountable for proper English and grammar skills in this class, particularly those mentioned in “Henly’s Do’s and Don’ts.”
* Typed paper format: size 12 font, Times New Roman, double-spaced, header with name/period/word count.

**CORE SUPPORT**

**CAS: Creativity, Action & Service**

“Since its inception, IB has worked with students to help develop internationally-minded young people who can work together to create a better world. International-mindedness is fundamental to the ethos and philosophy of an IB education, focusing on the development of intercultural understanding and global engagement in the classroom and beyond.”

Examples of CAS experiences that have links to history could include the following:

Civic participation: organizing environmental campaigns, literacy programs, student government, policy research

Global engagement: community projects to engage with global issues at the local level

Service experiences: volunteering with the elderly, learning first-hand about historical events

Creative experiences: creating artwork or literary works to accompany school paper, et cetera to highlight historical events or figures

**Theory of Knowledge Connections**

History of the Americas will parallel the objectives of the IB program’s TOK course, as we aim to develop an awareness of how knowledge is constructed, critically examined, evaluated, and renewed by communities and individuals, as well as encourage an interest in the diversity of ways of thinking and ways of living through individuals and communities, and an awareness of personal and ideological assumptions, including those of the participants. TOK provides a space for students to engage in stimulating wider discussions, generating questions, explanations, conjectures, hypotheses, alternate ideas, and possible solutions in response to issues concerning areas of knowledge, ways of knowing, and students’ own experiences as learners.

**Extended Essay**

The extended essay, offers the opportunity for IB students to investigate a topic of special interest. In History of the Americas, we can begin exploring topics in conjunction with TOK as we begin to understand the areas of knowledge, ways of knowing, and students’ own experiences as learners to develop a topic of special interest.

**Code of Academic Honesty: 2021-2022**

*The HHS IB honesty policy is required by the International Baccalaureate Organization. We are, as a program, required to hold our students to the standard of honesty established by the IBO Academic Honesty Policy. This document is a summary of key points from the full HHS IB Diploma Programme Academic Honesty Policy.*

**Academic Integrity**

One of the highest held values of the IB program is that of academic honesty.

1. Students will be expected to adhere to all policies of the Code of Academic Honesty.
2. Students must cite and attribute all sources properly by using MLA sourcing guidelines.
3. Students who fail to document and properly attribute sources per IB guidelines, regardless of intent, on any given work will result in a **zero** on the assignment, the student will be reported to the IB Coordinator, administrator, and parental/guardian will receive notificationvia email or phone, and appropriate consequences will follow.
4. Students will hand-write and sign an honor pledge on all assessments and papers attesting they are committed to the guidelines outlined in the IB Programme’s Academic Integrity Policies. On all work, large or small, it is understood with this signed agreement that students will abide by the honor pledge listed below.

**Honor Pledge: “On my honor, I certify that I, , have neither given**

**nor received inappropriate assistance on this assignment. I certify that this work is**

**authentically my own.”**

Integrity:

*The IB Learner Profile states that students will “act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere.” They are also to “take responsibility for their actions and the consequences.”*

*To that end, students should respect intellectual property (such as works of literature, art, music, scholarly research, speeches, designs, trademarks, copyrights) as it is protected by national and international law. Failure to adhere to these policies and laws can “result in legal proceedings” (Article 1.3).*

*Authentic Work:*

*“An authentic piece of work is one that is based on the candidate’s individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments, written or oral, completed by ‘our students’ must wholly and authentically use that student’s own language or expression. Where sources are referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged” using legitimate forms of academic documentation such as MLA, APA, Chicago Style, or Terrabian as directed by the teacher for the assignment (Article 1.4).*

*Students are expected to paraphrase appropriately, not simply copy a passage and change a few words, in order to regard the work as authentically their own. Standard practice dictates that if a student uses* ***more than three consecutive words*** *from another, those words must be in quotation marks, indented or given some other clear and standardized way to indicate the wording is not their own. In addition, the “source of the direct quotation or paraphrase must be clearly identified with internal citations, footnotes or end notes.” A bibliography alone does not provide suitable documentation (Article 1.5).*

**\*\*Students and parents will submit a signed agreement after reading this document, indicating that students understand and agree to abide by these policies.\*\***

**Malpractice**

*IBO Regulations define malpractice as behavior that results in, or may result in, the student or students gaining an unfair advantage in an assignment, quiz, test, assessment, or examination. The concept of malpractice is broader than cheating or plagiarism. Both of those activities are done intentionally. IBO is not concerned, however, whether an action is intentional or inadvertent if words, ideas, and intellectual property of another are represented as the student’s own.* ***Thus, the terminology of malpractice encompasses accidental academic infringement by negligence, sloppiness, rushed work, as well as cheating and plagiarism.***

*IBO provides the following definitions:*

* *Plagiarism: “the representation of the ideas or work of another person as the student’s own” (Article 2.1)*
* *Collusion: “supporting malpractice by another student, as in allowing one’s work to be copied or submitted by another” (Article 2.1)*
* *Duplication of work: “presentation of the same work for different” assignment requirements without express permission from the teacher. IBO forbids the use of the same work or works in assessment components or diploma requirements. Similarly, students may not use a paper written in one teacher’s class for another without documented approval (Article 2.1)*

*Unfair advantage: any behavior that affects the results of that student or another student, such as but not limited to “taking unauthorized materials, electronics, and/or calculators into testing situations, misconduct during a testing situation that distracts others, or falsifying CAS records” (Article 2.1)*

* *Academic infringement: unintentional misrepresentation (sloppy or inadequate citation) that results in a failure to document information appropriately.*

(Source: IB Code of Academic Honesty)

**Expectations, Policies, and Procedures**

**Policies for Success:**

All school and HCPS rules and policies must be followed at all times.  In addition to these, the following responsibilities will help you be a successful student in class:

1. Be respectful to all teachers, classmates, classrooms, & materials!
2. Be responsible: Bring all materials to class every day.
3. Write sound notes daily and review them nightly.
4. Be present: Be on time, actively engage, and participate daily

*Please be cognizant this is not an exhaustive list of rules, simply general guidelines to help us build a safe and respectful learning environment.*

**PREPAREDNESS:** Please be in your seat, with ALL materials ready for class, and working on the warmup before the bell rings. Preparedness includes having completed the reading, homework assignment, etc. and ready to engage in the lesson! Please make sure you have a charged and working laptop ready to use.

**INSTRUCTION AND ATTENTION:** Please respect our class-time and your classmates’ time by giving your attention as soon as I give a visual or verbal cue. Please do not talk while your teachers or others are talking. If you are unwilling to be respectful, to listen to the teacher or others, pay attention in class, or be an active participant, appropriate consequences will follow.

**FOOD OR DRINK:** Please do NOT eat or drink anything in my class. Only water is permitted in class.

**PASSES:** Please do not ask permission to leave class during instructional time to visit the bathroom/ library/ guidance/ etc. If you need to use the restroom during class, **please do not interrupt during direct instruction**- ask to be excused at an appropriate time. You may NOT ask for permission to be excused from a class during the first or last fifteen minutes of the period.

**ACCEPTABLE TECHNOLOGY USE:** Laptops: We will use laptops in class, but only when given permission. Please be on task when we are using laptops for class or your laptop will be confiscated for noncompliance.

\*Cell phones or other electronics: Any cell phone or electronic device being used inappropriately during instructional time will be confiscated and dealt with according to the Henrico High School Code of Conduct.

**Makeup work:** Because of our expansive curriculum and varied learning assignments, it is imperative for you to be in class. If you must miss school, YOU are responsible for all missing notes, materials, assignments (EXCUSED absences only) and HCPS attendance policies for makeup work will be observed. If you have a planned absence, please contact me in advance to try to keep up/ plan how best to make up assignments. Please see me at an appropriate time if you have questions about makeup work or the material covered.

**Late or missing work:**

* Essays, projects, presentations, etc. **must be submitted on the due date** and in the form in which they are due regardless of excused absence. If there is an emergency or you take ill, you need to contact me as soon as possible ahead of the due date to make arrangements.
* Submitting an assignment after it has been collected is considered late and will be docked late points.

**Grade Concerns/Questions:** If you have questions or concerns about a grade you have received; you may schedule a time to meet with me to discuss your grade. Grade debates during class/or in between classes will not be entertained as it steals time from other students and our class time. Questions about assessments may be made during WT, before, or after school by appointment.

**RESPECT:**

Overall, all classroom policies and procedures are to ensure we are building a respectful learning environment. As we embark on this journey of learning, please understand that I expect the best out of each and every student. As I strive to offer you the best possible instruction, I look forward to receiving in return first and foremost, respect. Additionally, I expect positive contributions to the class, quality work, and excellent and honest effort. If there are extenuating circumstances, or if you need extra help in understanding, I expect you to take the initiative to approach me with questions or concerns; to that end, you may see me during office hours (posted on door) or send an email to [rmchipman@henrico.k12.va.us](mailto:rmchipman@henrico.k12.va.us)

Let’s have a great year!

Mrs. Chipman

**Mrs. Chipman IB US History Course Syllabus & Expectations Agreement Sheet**

I have read, understood, and agree to the requirements and expectations set forth in Mrs. Chipman’s 11th grade IB History of the Americas class.

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*Student Signature* *Date*

I have read, understood, and agree to ALL the requirements and policies set forth in the IB Academic Honesty Policy.

\_\_\_\_\_\_\_\_

*Student Signature* *Date*

\_\_\_\_\_\_\_\_

Student Name **(Please Print)** Period

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I have read and agree to support my student in adhering to the expectations and guidelines set forth in his/her 11th grade IB History class and set forth in Academic Honesty Policy.

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Parent/Guardian Name **(Please Print)**  Relationship to student

Parent/Guardian Signature Date

Parent/Guardian Email Cell Phone: Work:

*\*\*Parents/Guardians- Is there anything else you would like to share with me about your child? Special situations and considerations, experiences from Virtual Learning, etc. Consider strengths, weaknesses, attitude, motivations (etc.) Feel free to use the space below to share, or you can send me an email: rmchipman@henrico.k12.va.us*