**IBMYP Subject Overview**

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

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| 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**  **14hrs** | **Westward Expansion** | **Knowing and Understanding**  **Investigating** | **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.** | **Westward Expansion Map**  **Organization**  **Literacy**  **Communication** | **Criterion A Knowing and Understanding**  **Criteria B**  **Investigating** | **Knowledgeable** |
| **Oct/Nov**  **14hrs** | **Immigration/Industrialization** | **Thinking Critically**  **Communicating** | **USII.2b USII.3b-e USII.5a** | **Change** | **Patterns and Trends** | **Personal and Cultural Experiences** | **Change shapes culture and creates our heritage** | **Monument Petition**  **Communication**  **Literacy**  **Thinking** | **Criteria D Critical Thinking**  **Criteria C**  **Communicating** | **Inquirer** |
| **Nov/Dec**  **14 hrs** | **Imperialism and WWI** | **Knowing and Understanding**  **Critical Thinking** | **USII.4a,b** | **Global Interactions** | **Conflict**  **Causality** | **Globalization and Sustainability** | **Global interactions create conflict** | **SpanAm & WWI Hashtags**  **Communication**  **Investigation**  **Thinking**  **(NEED TO CHANGE NEXT YEAR)** | **Criteria A  Knowing and Understanding**  **Criteria D  Critical Thinking** | **Reflective**  **Thinkers** |
| **Jan**  **14hrs** | **Between the Wars 20s and 30s** | **Thinking Critically**  **Knowing and Understanding** | **USII.3e USII.5a,b,c,d** | **Change** | **Patterns and Trends**  **Culture** | **Personal and Cultural Expression** | **Change reveals identity that shapes systems and institutions.** | **Museum Google Site**  Self Management  Communicating  Thinking  Investigating | **Criteria D**  **Thinking Critically**  **Criteria A**  **Knowing and Understanding** | **Communicators**  **Risk Takers** |
| **Feb-March**  **14 hrs** | **WWII/Holocaust** | **Communication**  **Investigation** | **USII.7 a.b,c** | **Global Interaction** | **Conflict**  **Causality**  **Significance** | **Globalization and Sustainability** | **Global interaction can cause conflicts that will result in a greater significance in the decision-making on humankind and the environment..** | **WWII Interactive Timeline:**  **Collaboration**  **Self Management**  **Communication** | **Criteria C**  **Communicating**  **Criteria B**  **Investigating** | **Caring**  **Balanced** |
| **May**  **14hrs** | **Civil Rights** | **Communication**  **Thinking Critically** | **USII.9a,b** | **Change** | **Culture**  **Conflict**  **Perspective** | **Personal and Cultural Expression** | **Culture and perspective promote change for future generations.** | **Organized Protest Google Site**  **Self Management**  **Communicating**  **Invvestigating** | **Criteria C**  **Communication**  **Criteria D**  **Thinking Critically** | **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.***

***As IB teachers we be helping students prepare for the Personal Project research they will do in 10th grade if they continue with the IB program.***