**Department: Social Studies/History**

**Course Name: Global History I I/MYP Humanities Level 5 Tenth Grade**

**Teacher/s: Mr. Caswell, Mr. Englert, Mr. Dimmock**

Course Description: Global History II is the study of geographic interaction; the growth of complex societies and the subsequent development of global systems within those societies; study and analysis will emphasize the development of cultures, different types of political and economic systems, social structures; and how the interaction between (societies) have contributed to the world we live in today. This course is the second part of two. Students will take a two year NYS Regents examination at the end of this year. They will be assessed on the knowledge and skills gained during 9th and 10th grade. Additional materials and resources will be provided for students who would like to challenge the AP World exam. The main topics of study will be:Belief Systems, Change, Citizenship, Conflict, Culture and Intellectual Life, Decision Making, Diversity, Economic Systems, Environment and Society, Factors of Production, Human and Physical, Geography.

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| **Unit Title** | **MYP Objectives** | **AOI** | **State Standards** | **Unit Question** | **Concept** | **Topics of Study** | **Summative Assessment and Criteria** |
| The Power of One | Knowing and Thinking Critically | Human Ingenuity | Government, World History, US History Economics, Geography | How can my ideas change the world? | Fair is not always equal | Trans-Atlantic Revolutions | Editorial- Comparative EssayKnowing and Thinking Critically |
| The mother of necessity is invention | **Knowing and Investigating** | Community and Service | Government, World History, US History Economics, Geography | How do my choices affect others? | Technology is a double edge sword | Industrialization | Essay and Bulletin Board **Knowing and Investigating**  |
| Give me what you got | **Knowing and Thinking Critically** | Environments | Government, World History, Economics, Geography | Why do bullies take advantage of others? | Ignorance leads to bliss | Imperialism | Comparative paper**Knowing and Thinking Critically** |
| Clash of the Titans | **Investigating and Thinking Critically** | Health and Social Education | Government, World History, US History Economics, Geography  | Why do people fight? | Fear and Suspicion result in unfounded hatred | The World at War | Create your own document–based essay**Investigating and Thinking Critically** |
| From four giants to two giants  | **Thinking Critically and Communicating** | Human Ingenuity | Government, World History, US History Economics, Geography | How can I look after myself and others? | The Search for mutual security does not always lead to social security | Post-World War World | Analytical paper and debate **Thinking Critically and Communicating** |
| The story of us… | **Knowledge and Communicating** | Human Ingenuity | Government, World History, US History Economics, Geography | Does history repeat itself? | You can look into the past to find the future | Globalization and Interdependence | Final Exam and Study Guide **Knowledge and Communicating** |

Course Aims and Objectives: The aims of the teaching and study of MYP humanities are to encourage and enable students to develop:

* an inquiring mind
* the skills necessary for the effective study of humanities
* a sense of time and place
* a respect and understanding of others’ perspectives, values and attitudes
* awareness and understanding of people, cultures and events in a variety of places at different times
* an understanding of the interactions and interdependence of individuals, societies, and their
* environments
* an understanding of the causes and consequences of change through physical and human actions
* and processes
* an understanding of contemporary humanities issues
* a sense of intercultural awareness and a desire to be proactive as a responsible global citizen
* an awareness of the connections with other subjects
* a lifelong interest in and enjoyment of humanities.

Main Assessments: Students will work on formative assessments, or skill building activities, throughout each marking period. Each formative assessment will help students complete the summative assessment or culminating activity. These culminating activities include: projects, essays, debates, presentations and unit exams. All assessments are designed to prepare students for the *Global History and Geography Regents* exam they will take in June of their sophomore year

**Methodology:** Students will be exposed to a variety of learning experiences which include, but are not limited to: guided reading, historical document analysis, movie clips, interactive power points presentations, debates, journal writing, analytical essays, creation of a classroom newspaper, creation of posters, developing timelines, interactive word-walls, analysis of visuals and artifacts, reading and working on maps, research.

**Resources:** *Ways of the World* will be the main text.

**Grading:** All work is expected on the date that it is due. Students are expected schedule an appointment with their teacher during advisory, lunch or after school, to make up any work missed due to illness or family emergency. A legal, written excuse is expected upon return of every absence or tardiness. Students will be graded using two out of the four MYP Criteria for Humanities:

* Criterion A: Knowledge and Understanding (maximum 10 points)
* Criterion B: Concepts(maximum 10 points)
* Criterion C: Skills (maximum 10 points)
* Criterion D: Organization and Presentation (maximum 8 points)

Total Mark will be out of a 32 possible points (converted to a grade out of 7).