

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

INTERNATIONAL BACCALAUREATE PROGRAM

HISTORY OF THE AMERICAS HL, YEAR 1

Grade Level: 11

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 29, 2016

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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IB HISTORY HL, YEAR 1

COURSE PHILOSOPHY

The International Baccalaureate Organization provides the following philosophy: *“History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation and significance. History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today. The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.”*

COURSE DESCRIPTION

The International Baccalaureate Organization provides the following description: “Students at. . .higher level (HL) are presented with a syllabus that has a common core consisting of prescribed subjects and topics in world history. . . Students at HL are also required to undertake an in-depth study of three sections from one of the HL regional options.” Students will also carry out a historical investigation. IB History HL will include the following topics over two years of study: The Move to Global War; Causes and Effects of 20th Century War; The Cold War: Superpower tensions and rivalries (20th century); The Great Depression and the Americas (1920s to 1939); The Second World War and the Americas (1933-1945); The Cold War and the Americas (1945-1981); and Civil Rights and Social Movements and the Americas (post 1945).

COURSE SUMMARY

COURSE GOALS

CG1: Students will analyze conflicts and resolutions and their effects on the twentieth century.

CG2: Students will draw conclusions about the connections between the causes and effects of economic, political, and social change in the twentieth century.

CG3: Students will analyze the global struggles for rights and freedoms in the mid-to-late twentieth century in America and around the world.

COURSE ENDURING UNDERSTANDINGS

CEU1: Conflict resolution is a process that requires in-depth analysis and understanding of multiple perspectives.

CEU2: Economic, political, and social change in the twentieth century are interconnected, having effects on one another.

CEU3: Segregation and oppression are the manifestation of political and social struggles.

COURSE ESSENTIAL QUESTIONS

CEQ1a: Why do conflicts arise between nations or regions?

CEQ1b: Are multiple solutions to individual issues/crises essential?

CEQ2a: Are political, social, and economic change always interconnected?

CEQ2b: How do international relationships fuel political, social, and economic developments?

CEQ3a: Should nations sacrifice equality for national and/or international peace?

CEQ3b: How do leaders affect the momentum and trajectory of social movements?

UNIT GOALS & PACING

UNIT TITLE	UNIT GOALS	RECOMMENDED DURATION
1: Causes & Effects of 20th Century Wars: Imperialism, Militarism & Alliance Systems	Students will analyze the short- and long-term effects of militaristic and expansionist agendas on global relationships, making connections to the modern era.	10-12 weeks
2: Great Depression & The Americas	Students will analyze the causes and effects of the global economic collapse during the Great Depression and evaluate the efficacy of proposed solutions of the United States and other world powers.	8-10 weeks
3: Causes & Effects of 20th century Wars: Totalitarianism & WWII; WWII and the Americas	Students will connect the rise of dictatorships in post-World War I Europe to conflicts that transformed into WWII and analyze how WWII altered the international relationships of the major powers of the world.	10-12 weeks

IB HISTORY HL, YEAR 1**UNIT 1: CAUSES AND EFFECTS OF 20th CENTURY WARS: IMPERIALISM, MILITARISM, & ALLIANCE SYSTEMS****SUGGESTED DURATION: 10-12 weeks****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will analyze the short- and long-term effects of militaristic and expansionist agendas on global relationships, making connections to the modern era.

UNIT LEARNING SCALE

4	In addition to the score 3 performances, the student can synthesize the information from the unit to suggest solutions to international conflict and evaluate the roots of global politics and international relationships.
3	The student can: <ul style="list-style-type: none"> critique the short- and long-term effects of individual countries' agendas on global relationships; connect the growth of industry and drive for resources in developed nations to the causation of imperialism in the late 19th and early 20th centuries; explain increased imperialism and militarism among the nations of the world as a distinct phenomenon that led to an imbalance of global power; analyze how increased tension between social groups led to uprisings and revolutions; apply the concepts learned throughout the unit to evaluate modern global conflicts and relationships.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the key content.

ENDURING UNDERSTANDINGS

CEU1: Conflict resolution is a process that requires in-depth analysis and understanding of multiple perspectives.

EU2: National and international expansion led to tension among various nations.

ESSENTIAL QUESTIONS

CEQ1a: Why do conflicts arise between nations or regions?

CEQ1b: Are multiple solutions to individual issues/crises essential?

EQ2a: How do international relationships fuel political, social, and economic developments?

EQ2b: How does perception play a key role in expansion?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION		
LG1 CEU1, EU2 CEQ1a-b, EQ2a-b 6.1.12.A.3.a, b, e 6.1.12.C.3.b, d 6.1.12.D.3.a, d 6.1.12.B.4.a 6.1.12.C.4.a 6.1.12.D.4.a, c 6.1.12.B.6.a 6.1.12.D.6.b 6.1.12.A.7.a, b, c 6.1.12.D.7.a 6.1.12.CS7 11-12.RH.1, 2, 6, 8, 9 11-12.WHST.1, 2b, 9 DOK 3	Students will write a paper modeled after Paper 1 (as taken from the IB Curriculum Guide, but modified to reflect the unit of study). This is a one-hour assessment. It can either be modified to fit in the class period, taken over two class periods, or a special circumstance can be worked out by where the students get an extended block of time in class to complete the assignment. The wording below is directly from the IB curriculum guide.		
	The paper will contain four sources. Sources will be primary or a mixture of primary and secondary, and may be written, pictorial, or diagrammatic. The paper will consist of four questions, and students must answer all four questions. Some questions will be answered using only evidence from one or more of the sources, as indicated. In other questions, students will be asked to use their own knowledge of the subject as well as evidence contained in the sources.		
	First question, part A	This question will test understanding of one of the sources.	3 marks
	First question, part B	This question will test understanding of one of the sources.	2 marks
	Second question	This question will ask students to analyze the value and limitations of one of the sources. In their analysis of value and limitations, students should refer to the origin, purpose, and content of the specified source.	4 marks
	Third question	This question will ask students to compare and contrast what two of the sources reveal to a historian studying the particular aspect of the prescribed subject.	6 marks
	Fourth question	This will be an evaluative question that asks students to draw on both the sources and their own knowledge.	9 marks
The maximum mark for this paper is 24. The paper is marked using a specific markscheme (rubric).			

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
annotation of primary source documents and secondary source documents comparison and contrast of primary source and secondary source documents evaluating bias evaluative question historiography OPVCL primary source annotated bibliography secondary source	Recognize strong and thorough textual evidence within the text (DOK 1)	11-12.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
	Identify the textual evidence that supports analysis of primary and secondary sources (DOK 2)	
	Explain inferences drawn from the text (DOK 2)	11-12.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
	Identify specific details that support the development of central ideas (DOK 1)	
	Analyze how two or more central ideas of a text interact and build on one another to provide a complex analysis (DOK 2)	
	Interpret how the text supports the themes or central ideas to produce a complex account of the key details and ideas (DOK 2)	
	Write an accurate summary of the central ideas that makes clear the relationships among the key details and ideas (DOK 3)	11-12.RH.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
	Interpret the meaning of words and phrases in a text (DOK 2)	
	Interpret how the author uses and refines the meaning of key words throughout the text (DOK 2)	
Evaluate differing points of view on the same historical event or issue (DOK 2)	11-12.RH.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	
Assess the authors' claims, reasoning, and evidence as used to present their points of view (DOK 2)		
Evaluate the author's premises, claims, and evidence in text (DOK 2)	11-12.RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	
Corroborate or challenge the author's argument or specific claims, using other sources of information (DOK 2)		
Compare and contrast information from multiple diverse sources about the same idea or event (DOK 2)	11-12.RH.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	
Analyze information from multiple diverse sources about the same idea or event for discrepancies (DOK 2)		

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
annotation of primary source documents and secondary source documents comparison and contrast of primary source and secondary source documents evaluating bias evaluative question historiography OPVCL primary source annotated bibliography secondary source	Write arguments introducing a precise, knowledgeable claim(s) (DOK 4)	11-12.WHST.1 Write arguments focused on discipline-specific content.
	Write arguments establishing the significance of the claims (DOK 4)	
	Write arguments distinguishing a claim from alternate or opposing claims (DOK 4)	11-12.WHST.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	Write informative/explanatory texts developing a topic with significant and relevant facts appropriate to the audience's knowledge (DOK 4)	11-12.WHST.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
	Write informative/explanatory texts using precise, domain specific language to manage the complexity of the topic (DOK 4)	11-12.WHST.3 In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.
	Write arguments and informative/explanatory texts, incorporating narrative elements effectively to analyze important individual or historical events (DOK 4)	11-12.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Produce clear and coherent writing in which the development, organization, and style is appropriate to task, purpose, and audience (DOK 4)	11-12.WHST.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	Use technology to produce, publish, and update individual or shared writing products (DOK 3)	11-12.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Use technology to include new arguments or information (DOK 3)		
Conduct short and sustained research projects to answer a question or solve a problem (including a self-generated question) (DOK 3)		
Conduct short and sustained research projects to narrow or broaden a topic as appropriate (DOK 3)		
Conduct short and sustained research projects to synthesize multiple sources on a subject (DOK 3)	Conduct short and sustained research projects to synthesize multiple sources on a subject (DOK 3)	
Conduct short and sustained research projects to demonstrate understanding of the subject under investigation (DOK 3)	Conduct short and sustained research projects to demonstrate understanding of the subject under investigation (DOK 3)	

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
annotation of primary source documents and secondary source documents comparison and contrast of primary source and secondary source documents evaluating bias evaluative question historiography OPVCL primary source annotated bibliography secondary source	Assess the strengths and limitations of each source in terms of the specific task, purpose, and audience (DOK 2) Integrate information into text selectively to maintain flow of ideas (DOK 2) Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively (DOK 2) Avoid plagiarism by properly citing information from other sources (DOK 3) Avoid overreliance on any one source by using multiple sources and media (DOK 3) Follow a standard format for citation (DOK 3)	11-12.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any on source and following a standard format for citation.
	Draw evidence from informational texts that support analysis, reflection, and research (DOK 2)	11-12.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.
	Write over a shorter time frame for a range of tasks, purposes, and audiences (DOK 3) Taking time for reflection and revision, write routinely over extended time frames for a range of tasks, purposes, and audiences (DOK 4)	11-12.WHST.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
MEXICAN REVOLUTION: Alvaro Obrigon Constitution of 1917 Emiliano Zapata Francisco "Pancho" Villa Francisco Medero La Reforma Mexican Revolution Porfiriato Porfirio Diaz Tampico incident Venustiano Carranza Vera Cruz Woodrow Wilson Zapatistas	Evaluate the impact of differing American foreign policy actions on foreign nations and domestic policy through writing and the use of factual evidence to support claims (DOK 3) Synthesize knowledge of American foreign policy and the growth of America as a world power into a coherent understanding of America's role in the world throughout the 20 th century through the use of primary source documents, writing, and presentation of factual evidence to support claims (DOK 4)	6.1.12.D.6.b Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.
	Assess the goals of revolutionary leaders reflected the changing desires of the Mexican populace at the turn of the 20 th century (DOK 3) Compare and contrast the Mexican revolutionary leaders, evaluating their leadership, responsiveness to the needs of the people, and their success in reaching their goals (DOK 3)	6.2.12.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.
	Compare and contrast Mexican leadership before, during, and after the Mexican Revolution, evaluating their success in meeting the needs of the Mexican populace (DOK 3) Synthesize knowledge of the causes and effects of the Mexican Revolution to predict the trajectory of Mexican leadership and the growth of the Mexican nation (DOK 4)	6.2.12.A.3.b Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
	Identify the goals of the different Mexican revolutionary leaders (DOK 1) Connect the goals of the Mexican revolutionary leaders to the successes and failures of the Mexican revolutionary movement (DOK 3)	6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
	Analyze the effect of the Mexican Revolution on world politics, with specific emphasis on American-Mexican politics (DOK 3) Analyze the role of Mexico in the world to the rising tensions in Europe and the effect of those tensions on foreign relations in the Western Hemisphere (DOK 4)	6.2.12.D.4.c Assess the causes of revolution in the 20 th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
AMERICAN IMPERIALISM: Banana Wars Big Stick Diplomacy Dollar Diplomacy Emilio Aguinaldo Great White Fleet Hawaii imperialism John Hay moral diplomacy Open Door Policy Panama Canal Philippine-American War Queen Liliuokalani Sanford B. Dole Spanish-American War spheres of influence Theodore Roosevelt Treaty of Paris of 1898 William H. Taft William McKinley Woodrow Wilson	<p>Explain the desire for the growth of an American empire in terms of the growth of American industry, American population, and American ingenuity (DOK 2)</p> <p>Critique the desire for American expansion, evaluating the validity of American reasoning for the creation of an American empire (DOK 3)</p>	<p>6.1.12.B.6.a Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.</p>
	<p>Connect the rise of American imperial desires to the growing unrest in Europe and Asia (DOK 4)</p> <p>Assess the impact of American intervention in Asia, and how this intervention strained American relations with foreign nations (DOK 3)</p>	<p>6.2.12.A.3.e Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.</p>
	<p>Explain the desire for the growth of an American empire in terms of the growth of American industry, American population, and American ingenuity (DOK 2)</p> <p>Critique the desire for American expansion, evaluating the validity of American reasoning for the creation of an American empire (DOK 3)</p>	<p>6.2.12.C.3.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.</p>
	<p>Explain the desire for the growth of an American empire in terms of the growth of American industry, American population, and American ingenuity (DOK 2)</p> <p>Critique the desire for American expansion, evaluating the validity of American reasoning for the creation of an American empire. (DOK 3)</p>	<p>6.2.12.C.3.d Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.</p>
	<p>Critique the American argument of cultural superiority as a driving force behind American expansion (DOK 3)</p> <p>Connect the desire to spread American culture around the world to the growth of American nationalism, and a belief in American superiority (DOK 3)</p>	<p>6.2.12.D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.</p>

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
WORLD WAR I: Allies Banana Wars Big Four British Blockade Canadian Independence Central Powers Espionage and Sedition Acts Fourteen Points Henry Cabot Lodge League of Nations Lusitania MAIN causes (militarism, alliances, imperialism, nationalism) reparations <i>Schenck v. US</i> (1919) Second Battle of Ypres The Great War The War to End All Wars Treaty of Versailles Triple Alliance Triple Entente War Guilt Clause wartime administrations World War I (WWI) Zimmermann Telegram	Explain the entrance of the United States into World War I in terms of America's departure from isolationism and its foray into world affairs (DOK 3)	6.1.12.A.7.a Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.
	Cite evidence indicating the necessity of government policies limiting American liberty and promoting American patriotism during World War I (DOK 2)	6.1.12.A.7.b Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
	Critique the American government's programs during World War I, analyzing their necessity and usefulness. (DOK 3)	
	Compare and contrast the desires and responses of varying nations in the crafting of the Treaty of Versailles (DOK 2)	6.1.12.A.7.c Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
	Connect the flaws in the Treaty of Versailles to the outbreak of World War II (DOK 3)	
	Analyze the responses of varying nations to the Treaty of Versailles and the League of Nations and how these responses affected world relations (DOK 3)	
Assess Woodrow Wilson's leadership in uniting and directing the nation during World War I (DOK 3)	Analyze Woodrow Wilson's Fourteen Points, evaluating whether it had the potential to create an effective peace (DOK 3)	6.1.12.D.7.a Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.
Analyze how the changing of boundaries after World War I both satisfied and angered varying nations (DOK 3)	Analyze how the changing of boundaries after World War I both satisfied and angered varying nations (DOK 3)	6.2.12.B.4.a Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
Connect the rise of national interests to the outbreak of war, indicating how these national goals affected the balance of power in the world (DOK 3)	Connect the rise of national interests to the outbreak of war, indicating how these national goals affected the balance of power in the world (DOK 3)	6.2.12.D.4.a Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War.

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will analyze the causes and effects of the global economic collapse during the Great Depression and evaluate the efficacy of proposed solutions of the United States and other world powers.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can synthesize the information from the unit to evaluate national and international responses to economic crisis, making connections to the modern era.
3	<p>The student can:</p> <ul style="list-style-type: none"> • connect the consequences of global war to the causes of the international fiscal depression; • explain how economic expansion for some and extreme economic hardship for others combined as a unique phenomenon to create an international fiscal crisis; • compare and contrast the global responses to the Great Depression; • critique the American responses to the Great Depression; • examine the impact of the global depression on minorities and other social groups.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the key content.

ENDURING UNDERSTANDINGS

EU1: Governments have a responsibility to all citizens in time of crisis.

EU2: International crises have a profound effect on a nation's political and fiscal health.

ESSENTIAL QUESTIONS

EQ1a: How far should the government get involved in people's lives in times of crisis?
 EQ1b: What responsibility does the government have to make sure all citizens are taken care of?

EQ2a: Are political, social, and economic change always interconnected?
 EQ2b: Should ethical treatment of other nations' citizens come before the wellbeing of a nation's own citizens?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1, 2 EQs 1a-b, 2a-b 6.1.12.A.9.a 6.1.12.D.9.a 6.1.12.A.10.a, b, c 6.1.12.C.10.a 6.1.12.D.10.a, b 6.1.12.D.11.d 11-12.RH.1, 2, 4, 6, 9 11-12.WHST.1, 2d, 4, 10 DOK 3, 4	<p>Students will write a paper modeled after Paper 3 (as taken from the IB Curriculum Guide, but modified to reflect the unit of study). This is a two-hour, thirty-minute assessment. It can either be modified to fit in the class period, taken over four class periods, or a special circumstance can be worked out by where the students get an extended block of time in class to complete the assignment. The wording below is directly from the IB curriculum guide.</p> <p>The Paper 3 examination for each regional option will consist of 36 questions, consisting of two extended-response questions on each of the 18 sections specified for the regional option. Students must answer any three questions. Questions that refer to specific countries, events, or people are restricted to those listed in the syllabus descriptions.</p> <p>The maximum mark for this paper is 45. The paper is marked using a specific markscheme (rubric).</p>

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
Black Tuesday court packing First Hundred Days Franklin Roosevelt Great Depression Herbert Hoover Hoover Dam Huey Long import substitution industrialization Keynesian Economics Mackenzie King Mussolini New Deal overproduction political instability in Latin America R.B. Bennett Reconstruction Finance Corporation regulated capitalism rugged individualism speculation Weimar Germany	Assess the policies of Herbert Hoover in the early years of the Great Depression and cite evidence that they worsened the impact of the crash (DOK 3)	6.1.12.A.9.a Analyze how the actions and policies of the United States government contributed to the Great Depression.
	Analyze how economic crises all over the world culminated in a worldwide economic depression of a never before seen magnitude (DOK 3)	6.1.12.D.9.a Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
	Critique the different economic programs and regulations aimed at combating the effects of the Great Depression (DOK 3)	6.1.12.C.10.a Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
	Compare and contrast international responses to the Great Depression, determining the merits and deficiencies of each nation's plan (DOK 3)	6.1.12.D.10.a Analyze how other nations responded to the Great Depression.
	Connect the worldwide depression and the rise of dictatorial governments throughout the world (DOK 2)	6.2.12.C.4.a Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
	Cite evidence that the worldwide economic crisis directly contributed to the growth of oppressive governments worldwide (DOK 2)	
	Compare and contrast the arguments supporting and arguments against the New Deal (DOK 2)	6.1.12.A.10.a Evaluate the arguments regarding the role of the federal government during the New Deal era.
	Analyze how the New Deal expanded the role of the federal government (DOK 3)	
	Analyze the connection between modern economic issues and historical economic issues, specifically related to the Great Depression and the New Deal (DOK 3)	6.1.12.A.10.b Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.
	Evaluate the government's implementation of economic policies in solving the nation's fundamental economic issues (DOK 3)	
Explain how the federal government's economic policies had long-lasting effects on the American economy (DOK 2)	6.1.12.A.10.c Evaluate the short- and long term impact of the expanded role of government on economic policy, capitalism, and society.	
Analyze how the New Deal expanded the role of the federal government (DOK 3)		
Compare and contrast the actions of Hoover and Roosevelt in response to the Great Depression (DOK 2)	6.1.12.D.10.b Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.	
Analyze the impact that varying presidents had on the recovery of the nation during the Great Depression (DOK 3)		

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
annotated bibliography annotation of primary source documents and secondary source documents comparison and contrast of primary source and secondary source documents evaluating bias evaluative question historiography OPVCL primary source secondary source	Recognize strong and thorough textual evidence within the text (DOK 1) Identify the textual evidence that supports analysis of primary and secondary sources (DOK 2) Explain inferences drawn from the text (DOK 2)	11-12.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
	Identify specific details that support the development of central ideas (DOK 1) Analyze how two or more central ideas of a text interact and build on one another to provide a complex analysis (DOK 2) Interpret how the text supports the themes or central ideas to produce a complex account of the key details and ideas (DOK 2) Write an accurate summary of the central ideas that makes clear the relationships among the key details and ideas (DOK 3)	11-12.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
	Interpret the meaning of words and phrases in a text (DOK 2) Interpret how the author uses and refines the meaning of key words throughout the text (DOK 2)	11-12.RH.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
	Evaluate differing points of view on the same historical event or issue (DOK 2) Assess the authors' claims, reasoning, and evidence as used to present their points of view (DOK 2)	11-12.RH.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
	Evaluate the author's premises, claims, and evidence in text (DOK 2) Corroborate or challenge the author's argument or specific claims, using other sources of information (DOK 2)	11-12.RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
	Compare and contrast information from multiple diverse sources about the same idea or event (DOK 2) Analyze information from multiple diverse sources about the same idea or event for discrepancies (DOK 2)	11-12.RH.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(same as above)	<p>Write arguments introducing a precise, knowledgeable claim(s) (DOK 4)</p> <p>Write arguments establishing the significance of the claims (DOK 4)</p> <p>Write arguments distinguishing a claim from alternate or opposing claims (DOK 4)</p>	11-12.WHST.1 Write arguments focused on discipline-specific content.
	Write informative/explanatory texts developing a topic with significant and relevant facts appropriate to the audience's knowledge (DOK 4)	11-12.WHST.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	Write informative/explanatory texts using precise, domain specific language to manage the complexity of the topic (DOK 4)	11-12.WHST.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
	Write arguments and informative/explanatory texts, incorporating narrative elements effectively to analyze important individual or historical events (DOK 4)	11-12.WHST.3 In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.
	Produce clear and coherent writing in which the development, organization, and style is appropriate to task, purpose, and audience (DOK 4)	11-12.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Use technology to produce, publish, and update individual or shared writing products (DOK 3)	11-12.WHST.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	Use technology to include new arguments or information (DOK 3)	
	<p>Conduct short and sustained research projects to answer a question or solve a problem (including a self-generated question) (DOK 3)</p> <p>Conduct short and sustained research projects to narrow or broaden a topic as appropriate (DOK 3)</p> <p>Conduct short and sustained research projects to synthesize multiple sources on a subject (DOK 3)</p> <p>Conduct short and sustained research projects to demonstrate understanding of the subject under investigation (DOK 3)</p>	11-12.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(same as above)	<p>Assess the strengths and limitations of each source in terms of the specific task, purpose, and audience (DOK 2)</p> <p>Integrate information into text selectively to maintain flow of ideas (DOK 2)</p> <p>Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively (DOK 2)</p> <p>Avoid plagiarism by properly citing information from other sources (DOK 3)</p> <p>Avoid overreliance on any one source by using multiple sources and media (DOK 3)</p> <p>Follow a standard format for citation (DOK 3)</p>	<p>11-12.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any on source and following a standard format for citation.</p>
	<p>Draw evidence from informational texts that support analysis, reflection, and research (DOK 2)</p>	<p>11-12.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
	<p>Write over a shorter time frame for a range of tasks, purposes, and audiences (DOK 3)</p> <p>Taking time for reflection and revision, write routinely over extended time frames for a range of tasks, purposes, and audiences (DOK 4)</p>	<p>11-12.WHST.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

IB HISTORY HL, YEAR 1**UNIT 3: Causes & Effects of 20th century Wars: Totalitarianism & WWII; WWII and the Americas****SUGGESTED DURATION: 10-12 weeks****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will connect the rise of dictatorships in post-World War I Europe to conflicts that transformed into World War II and analyze how WWII altered the international relationships of the major powers of the world.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can synthesize information from the unit to assess the impact of altered balances of power after WWII on global politics from the end of the war until the modern day.
3	The student can: <ul style="list-style-type: none"> • cite and analyze specific and thorough evidence that links the unsatisfactory end of WWI with the rise of European and Asian dictators in the 1920s and 1930s; • analyze how a country's participation in WWII affected its standing on the international stage; • examine the impact of race hatred and xenophobia on national and international policies during WWII; • investigate the claim that WWII was a moral war; • critique the use of nuclear weaponry as a means to an end in WWII.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the key content.

ENDURING UNDERSTANDINGS

CEU3: Segregation and oppression are the manifestation of political and social struggles.

EU1: In times of crisis, international security is often threatened and challenged.

EU2: Powerful nations often seek to shape the world in their own image.

ESSENTIAL QUESTIONS

CEQ3a: Should nations sacrifice equality for national and/or international peace?
CEQ3b: How do leaders affect the momentum and trajectory of social movements?

EQ1a: Why do individuals follow dictators?
EQ1b: Is it the responsibility of all nations to ensure international security and peace?

EQ2a: Can a peaceful dictatorship exist?
EQ2b: Do powerful nations have the right to rule the world?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 CEU3, EU 1, 2 CEQ3a-b, EQ 1a-b, 2a-b 6.1.12.A.4.a 6.1.12.C.4.b 6.1.12.D.4.d, e 6.1.12.A.11.a, b, c, e 6.1.12.D.11.a 11-12.RH.1, 2, 4, 6, 8, 9 11-12.WHST.1, 2d, 4, 10 DOK 3	<p>Students will write a paper modeled after Paper 2 (as taken from the IB Curriculum Guide, but modified to reflect the unit of study). This is a one-hour, thirty-minute assessment. It can either be modified to fit in the class period, taken over two class periods, or a special circumstance can be worked out by where the students get an extended block of time in class to complete the assignment. The wording below is directly from the IB curriculum guide.</p> <p>This paper consists of two questions for each of the unit topics. Students must answer two questions, each selected from a different topic. Some comparative questions on this paper require that examples be drawn from more than one region. When the word "region" is used in a Paper 2 question, it refers to one of the four regional options defined by the world map in the introduction to the world history topics in the "World history topics" section.</p> <p>The maximum mark for this paper is 30. The paper is marked using a specific markscheme (rubric).</p>

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
Adolf Hitler Allied Powers Atlantic Charter Axis Powers Benito Mussolini blitzkrieg Casablanca Conference Cash and Carry communism D-Day Destroyer Deal Double V slogan fascism	Compare and contrast responses to aggression by varying world leaders (DOK 2) Explain the reasoning for the American-British-Soviet alliance during World War II in terms of combatting the expansion of Nazi Germany, Fascist Italy, and expansionist Japan (DOK 2) Cite evidence to support the necessity of a wartime alliance between the United States and the Soviet Union (DOK 2) Critique reasons for aggression and expansion by totalitarian dictators (DOK 3)	6.1.12.D.11.a Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of World War II.
Franklin D. Roosevelt Good Neighbor Policy Hideki Tojo Hiroshima Holocaust Japanese internment Josef Stalin Lend-Lease Act Manhattan Project Munich Agreement Nagasaki Nazism Non-Aggression Pact Pearl Harbor rationing Selective Service Spanish Civil War Tehran Conference Third Reich totalitarianism	Compare and contrast the various dictatorial ideologies that arose in Europe after World War I (DOK 2) Synthesize knowledge of these dictatorial regimes into a cohesive argument connecting the growth of these dictatorial ideologies with the outbreak of World War II (DOK 4)	6.2.12.A.4.a Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.
	Analyze the impact of the dropping of the atomic bomb, paying particular attention to political, social, and economic effects (DOK 3)	6.2.12.C.4.b Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
	Cite evidence that the economic weaknesses and changes in national boundaries after World War I directly contributed to World War II (DOK 2) Connect the weaknesses of the Treaty of Versailles and the League of Nations to the rise of dictatorships after World War II (DOK 3)	6.2.12.D.4.d Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries callused World War II.
	Distinguish between varying responses of the Allied nations to expansionist aggression by the Axis nations (DOK 2) Assess the impact of Axis expansionist actions on increased tensions and eventual war between Axis and Allied nations (DOK 3)	6.2.12.D.4.e Compare how Allied countries responded to the expansionist actions of Germany and Italy.
V-E Day V-J Day Winston Churchill Yalta Conference	Compare and contrast the views of isolationists and interventionists in the United States at the outbreak of World War II (DOK 2) Assess the validity of American and Allied responses to aggressive and expansionist actions taken by the Axis Powers (DOK 3)	6.1.12.A.11.b Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
(same as above)	Critique the actions of the American government towards minorities during World War II, paying particular attention to the validity and merit of these actions (DOK 4)	6.1.12.A.11.c Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
	Compare and contrast the responses of varying nations to the Holocaust during World War II (DOK 3)	6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
	Analyze the validity of American and Allied responses to the Holocaust during World War II (DOK 4)	
	Identify the wartime agencies and programs instituted during World War II (DOK 1)	6.1.12.C.11.a Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs, and analyze the impact of the post-war shift back to domestic production.
	Assess how this shift in economic resources and manpower had a long-term impact on national and international economies (DOK 3)	
Critique the effectiveness and usefulness of varying wartime programs (DOK 4)		
Compare and contrast the responses of varying nations to the Holocaust during World War II (DOK 3)	6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.	
Analyze the validity of American and Allied responses to the Holocaust during World War II (DOK 4)		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
annotated bibliography annotation of primary source documents and secondary source documents comparison and contrast of primary source and secondary source documents evaluating bias evaluative question historiography OPVCL primary source secondary source	Identify the textual evidence that supports analysis of primary and secondary sources (DOK 2)	11-12.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
	Explain inferences drawn from the text (DOK 2)	
	Analyze how two or more central ideas of a text interact and build on one another to provide a complex analysis (DOK 2)	11-12.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
	Interpret how the text supports the themes or central ideas to produce a complex account of the key details and ideas (DOK 2)	
	Write an accurate summary of the central ideas that makes clear the relationships among the key details and ideas (DOK 3)	11-12.RH.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
	Interpret how the author uses and refines the meaning of key words throughout the text (DOK 2)	

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
(same as above)	<p>Evaluate differing points of view on the same historical event or issue (DOK 2)</p> <p>Assess the authors' claims, reasoning, and evidence as used to present their points of view (DOK 2)</p>	<p>11-12.RH.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>
	<p>Evaluate the author's premises, claims, and evidence in text (DOK 2)</p> <p>Corroborate or challenge the author's argument or specific claims, using other sources of information (DOK 2)</p>	<p>11-12.RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>
	<p>Compare and contrast information from multiple diverse sources about the same idea or event (DOK 2)</p> <p>Analyze information from multiple diverse sources about the same idea or event for discrepancies (DOK 2)</p>	<p>11-12.RH.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
	<p>Write arguments introducing a precise, knowledgeable claim(s) and counterclaim(s) (DOK 4)</p> <p>Write arguments establishing the significance of the claims (DOK 4)</p> <p>Write arguments distinguishing a claim from alternate or opposing claims (DOK 4)</p>	<p>11-12.WHST.1 Write arguments focused on discipline-specific content.</p>
	<p>Write informative/explanatory texts developing a topic with significant and relevant facts appropriate to the audience's knowledge (DOK 4)</p>	<p>11-12.WHST.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
	<p>Write informative/explanatory texts using precise, domain specific language to manage the complexity of the topic (DOK 4)</p>	<p>11-12.WHST.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p>
	<p>Write arguments and informative/explanatory texts, incorporating narrative elements effectively to analyze important individual or historical events (DOK 4)</p>	<p>11-12.WHST.3 In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p>
	<p>Produce clear and coherent writing in which the development, organization, and style is appropriate to task, purpose, and audience (DOK 4)</p>	<p>11-12.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
(same as above)	Use technology to produce, publish, and update individual or shared writing products (DOK 3)	11-12.WHST.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	Use technology to include new arguments or information (DOK 3)	
	Conduct short and sustained research projects to answer a question or solve a problem (including a self-generated question) (DOK 3)	11-12.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	Conduct short and sustained research projects to narrow or broaden a topic as appropriate (DOK 3)	
	Conduct short and sustained research projects to synthesize multiple sources on a subject (DOK 3)	
	Conduct short and sustained research projects to demonstrate understanding of the subject under investigation (DOK 3)	
	Assess the strengths and limitations of each source in terms of the specific task, purpose, and audience (DOK 2)	11-12.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any on source and following a standard format for citation.
	Integrate information into text selectively to maintain flow of ideas (DOK 2)	
Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively (DOK 2)		
Avoid plagiarism by properly citing information from other sources (DOK 3)		
Avoid overreliance on any one source by using multiple sources and media (DOK 3)		
Follow a standard format for citation (DOK 3)	11-12.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.	
Draw evidence from informational texts that support analysis, reflection, and research (DOK 2)	11-12.WHST.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
Taking time for reflection and revision, write routinely over extended time frames for a range of tasks, purposes, and audiences (DOK 4)		