



NOTRE DAME



Western World

MYP Level I

Grade 6

Ms. Patterson

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I. The Western World – Humanities Level I:

Students will gain a deeper understanding of the world around us. This course is broken up into three units. The course begins with basic geographic terms, maps and mapping, world weather patterns to help students become familiar with terms and concepts to be used over the next few years. The following units will cover the history, culture, physical geography as well as current events of the western world. Topics will include:

- World Climates
- Maps
- Mexico
- Central America and the Caribbean
- South America
- Ancient Greece and Rome
- Early Modern Europe
- Modern Europe

II. Aims and Objectives:

AIMS – To encourage and enable the students to develop:

- an inquiring mind.
- skills necessary for the effective study of humanities.
- a sense of place and time.
- an understanding of the interactions and interdependence of individuals, societies, and their environments.
- awareness and understanding of people, culture, and events in a variety of places at different times.
- an awareness of the connections with other subjects.
- an understanding of the of the causes and consequences of change through physical and human actions and processes.

OBJECTIVES – To have students develop a basic understanding of the Western World integrated with the following MYP objectives:

- Knowledge
- Concepts
 - Time
 - Change
- Skills
 - Technical skills
 - Decision-making skills
 - Investigative skills
- Organization and Presentation

- Organize information in a logically sequenced manner, appropriate to the format used
- Communicate information that is relevant to the topic
- Use referencing and a bibliography to clearly document sources of information using the appropriate conventions

III. Areas of Interaction:

Each topic will be examined through a specific Area of Interaction: Approaches to Learning, Human Ingenuity, Environment, Community and Service. For example using Environments, we investigate the importance of the Rainforest and the benefits provided to humanity through research and conservation. The student begins to understand the correlation between the need to save and the need to use the resources available.

IV. Texts and Resources:

Western World

Holt Reinhart Winston 2007

DVD: *Planet Earth*

DVD: *Super Volcano*

Discovery Channel

DVD: *Wrath of the Gods* series (Hurricanes, Tornado, Floods, Tsunami)

History Channel

V. Methodology:

Several methods of teaching will be employed over the school year. Lectures, class discussion, class reading, student as teacher, oral presentation and projects will all be used. Students will create original geography projects that demonstrate their knowledge of major concepts of the Western World.

VI. Methods of Assessment:

Formative assessments will include homework, quizzes, and short research projects. Summative assessment will include quizzes, Chapter tests, Projects, teacher as student, Mid-term, and Final exam.

VII. Grading Policy, including the use of MYP criteria:

100 – 90 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

Below 60 = F

Students also will be assessed using MYP Assessment Criteria. In criterion-referenced assessment student work is assessed against defined assessment criteria, not against the work of other students.

Students will be assessed on each of the following IB MYP criterion related to Humanities:

A. Knowledge

B. Concepts

C. Skills

D. Organization and Presentation



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Eastern World

MYP Level II

Grade 7

Ms. Pauwels & Mr. Forrester

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I. The Eastern World – Humanities Level II

This course focuses on the geography, history, and current issues of eastern civilizations. The course is divided into three major units of study: Southwest and Central Asia, South and East Asia, and the Pacific. Each area of study includes historical information and learning about how geography has influenced the formation of civilizations. The students then explore each country in the region, its government, and the issues affecting the country in the current world. Students will build their understanding of how cultures in the Eastern world developed and grew into the countries they are today. The students explore how religion, way of life, and financial status contribute to how civilizations develop.

The fundamental concepts of the MYP include holistic learning, intercultural awareness, and communication. These concepts are developed throughout the various MYP units taught in Eastern World.

II. Aims and Objectives:

The aims of any MYP subject state in a general way what the teacher may expect to teach or do, and what the student may expect to experience or learn. In addition, they suggest how the student may be changed by the learning experience.

AIMS – 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.

OBJECTIVES – To have students develop a basic understanding of the Eastern World integrated with the following MYP objectives:

- Knowledge
 - Knowledge is fundamental to studying humanities, and forms the base from which to explore concepts and develop skills. At the end of the course, students should be able to:
 - know and use humanities terminology in context.
 - demonstrate subject content knowledge and understanding through the use of descriptions and explanations, supported by relevant facts and examples, and may show other ways of knowing.
- Concepts
 - Concepts are powerful ideas that have relevance within and across the disciplines. Students should be able to develop an understanding of the following key humanities concepts over the course at increasing levels of sophistication:
 - *Time*: Students should understand the concept of “time” not simply as the measurement of years or time periods, but as a continuum of significant events of the past. Students can achieve this through the study of people, issues, events, systems, cultures, societies, and environments through time. At the end of the course, students should be able to:
 - establish a personal sense of identity in a context of time and place.
 - understand different perceptions of time.
 - show an understanding of people in past societies.
 - demonstrate an awareness of chronology that links people, places, and events through time.
 - recognize and explain the similarities and differences that exist between people, places, and events.
 - *Place and Space*: The concept of “place and space” refers to a student’s awareness of how place/space is categorized, and the significance of place/space in humanities disciplines. At the end of the course, students should be able to:
 - recognize, describe, and explain patterns and relationships in space, including natural and human environments.
 - recognize and explain similarities and differences between places.
 - understand constraints and opportunities afforded by location.
 - understand issues related to place/space on a local, national, and global scale.
 - *Change*: Change necessitates an examination of the forces that shape the world. It may be viewed as positive or negative based on people’s perceptions. The concept of “change” addresses both the processes and results of change—natural and artificial, intentional and unintentional. At the end of the course, students should be able to:
 - understand and explain short-term and long-term causes of change.
 - establish and explain links between causes, processes, and consequences.
 - recognize and explain continuity and change.

- recognize that change is inevitable and that the rate of change is relevant to the context.
 - understand that as people interact with their environment, both change.
 - understand and explain how environmental, political, economic, and social interactions can change levels of sustainability.
 - *Systems*: The concept of “systems” refers to the awareness that everything is connected to a system or systems. Systems provide structure and order to both natural and artificial domains. At the end of the course, students should be able to understand, identify, and compare:
 - how systems, models and institutions operate.
 - social structures and controls.
 - the complex and dynamic nature of systems.
 - different types of equilibrium within systems.
 - systems in local, national and global societies.
 - rights and responsibilities within systems.
 - cooperation within and between systems.
 - *Global Awareness*: The concept of “global awareness” engages students in a broader global context and encourages understanding of, and respect for, other societies and cultures. It also emphasizes the need to understand one’s own culture in order to understand others’ cultures. At the end of the course, students should be able to:
 - explain different perceptions of places, societies, and environments.
 - show an understanding of how culture and perception can affect a sense of intercultural awareness.
 - show an understanding of the interdependence of societies.
 - demonstrate international awareness and intercultural awareness and understanding.
 - explore issues facing the international community.
 - recognize issues of equity, justice, and responsibility.
 - know when and how to take responsible action where relevant.
- Skills
 - The development of skills in humanities is critical in enabling students to undertake research and demonstrate their understanding of knowledge and concepts. Students should be able to demonstrate the following skills during the humanities course to an increasing level of sophistication.
 - *Technical Skills*. At the end of the course, students should be able to:
 - observe, select and record relevant information from a wide range of sources.
 - use a variety of media and technologies to research, select, interpret, and communicate data.
 - use sources, such as maps, graphs, tables, atlases, photographs and statistics, in a critical manner.
 - represent information using maps, models, and diagrams, including use of scale, graphs, and tables.

- *Analytical Skills*. At the end of the course, students should be able to:
 - analyze and interpret information from a wide range of sources.
 - identify key questions, problems, and issues.
 - critically evaluate the values and limitations of sources.
 - compare and contrast events, issues, ideas, models and arguments in a range of contexts.
- *Decision-Making Skills*. At the end of the course, students should be able to:
 - develop appropriate strategies to address issues.
 - formulate clear, valid, and sound arguments, make balanced judgments on events, and draw conclusions, including implications.
 - make well-substantiated decisions and relate them to real-world contexts.
- *Investigative Skills*. At the end of the course, students should be able to:
 - test hypotheses and/or ideas and modify them where necessary
 - plan, carry out, and present individual and group investigations
 - engage in fieldwork in order to complement an investigation
- Organization and Presentation
 - Students should be comfortable using a variety of formats to organize and present their work (including oral presentations, essays, reports, expositions) and using a variety of media and technologies. They should understand that every presentation is unique and hence shows their new perspective. At the end of the course, students should be able to:
 - communicate information that is relevant to the topic.
 - organize information in a logically sequenced manner, appropriate to the format used.
 - present and express information and ideas in a clear and concise manner, using appropriate language, style and visual representation.
 - use referencing and a bibliography to clearly document sources of information, using appropriate conventions.

III. Areas of Interaction:

Through unit-based inquiry, students will examine content using one of the lenses of the MYP: approaches to learning, community and service, human ingenuity, environments, and health and social education. For example, while looking through the AoI lens of community and service, students will learn about the effects of globalization and gain a greater understanding of the U.S. role in the world today.

IV. Texts and Resources:

Eastern World Holt, Rinehart and Winston
Three Cups of Tea, Greg Mortenson

V. Methodology:

Methods of instruction will include the following: cooperative learning, lectures, videos, discussions, reading a variety of texts, Socratic circles, peer teaching and critiquing.

VI. Methods of Assessment:

Each semester is divided into three phases. The grade for each phase will be based on percentage of points earned. Level II students take a written cumulative final exam worth 25% of the semester grade. Two methods of assessment are used – formative and summative. Formative assessments include: quizzes, class discussions, textbook exercises, and group work. Summative assessments include: individual and group projects, Socratic circle reflections, essays, oral presentations, and tests.

VII. Grading Policy, including the use of MYP criteria:

The grade for each marking phase will be calculated by percentage of points earned. Letter grades then will be assigned as follows:

100 – 90 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

Below 60 = F

The grading points will be earned using the various forms of assessment mentioned above. Students will be assessed utilizing the MYP Humanities Criterion: Knowledge, Concepts, Skills, Organization and Presentation.



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U.S. History

MYP Level III

Grade 8

Ms. Pauwels & Mr. Perry

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I. U.S. History – Humanities Level III:

This course presents a chronological account of the American experience from early colonial times through the year 1877. In this course, students discover the foundation upon which the United States was built. Topics of study include early exploration, the establishment of the thirteen colonies, causes of the American Revolution, and important documents in American history including the Declaration of Independence, the Constitution, and the Bill of Rights. Students will explore the growth and development of the new nation and its government, build their knowledge of the Thomas Jefferson era, and begin to look at how the North and South started moving in different directions.

The fundamental concepts of the MYP include holistic learning, intercultural awareness, and communication. These concepts are developed throughout the various MYP units taught in U.S. History.

The learner profile is an important component of all MYP Humanities Courses. Students are encouraged to use the learner profile attributes when discussing historical figures.

II. Aims and Objectives

The aims of any MYP subject state in a general way what the teacher may expect to teach or do, and what the student may expect to experience or learn. In addition, they suggest how the student may be changed by the learning experience.

The objectives of any MYP subject state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject. These objectives relate directly to the assessment criteria found in the “Humanities assessment criteria” section.

AIMS – To encourage and enable the 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.

OBJECTIVES – To have students develop a basic understanding of the Eastern World integrated with the following MYP objectives:

- Knowledge
 - Knowledge is fundamental to studying humanities, and forms the base from which to explore concepts and develop skills. At the end of the course, students should be able to:
 - know and use humanities terminology in context.
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and unintentional. At the end of the course, students should be able to:

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 - present and express information and ideas in a clear and concise manner, using appropriate language, style and visual representation.
 - use referencing and a bibliography to clearly document sources of information, using appropriate conventions.

III. Areas of Interaction:

Through unit-based inquiry, students will examine content using one of the lenses of the MYP Areas of Interaction: approaches to learning, community and service, human ingenuity, environments, and health and social education. Example: By looking through the lens of “Human Ingenuity” when discussing the

Declaration of Independence, students will look at the ability of the founding fathers to create a document that would secure them freedom from Great Britain.

IV. Texts and Resources:

America, History of Our Nation, Beginning Through 1877, Prentice Hall, 2007

My Brother Sam is Dead, by Christopher and James Collier

Mississippi Trial, Chris Crowe

John Adams (movie based on book by David McCullough)

The Civil War, the documentary by Ken Burns

V. Methodology:

Methods of instruction will include the following: cooperative learning, lectures, videos, discussions, reading a variety of texts, Socratic circles, peer teaching and critiquing.

VI. Methods of Assessment:

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60 – 69 = D

Below 60 = F

The grading points will be earned using the various forms of assessment mentioned above. Students will be assessed utilizing the MYP Humanities Criterion: Knowledge, Concepts, Skills, and Organization.

