



Thornton High School
 9351 North Washington • Thornton, CO 80229
 Office: (720) 972-4800 • Fax: (720) 972-4999
<http://www.thorntonh.adams12.org>



School Year	2016 - 17	Teacher Name	Karyl Haden
Office	530 -- Social Studies office	Website	Will be emailed to you
Phone	720-972-4856	Blog	
Email Address	Karyl.haden@adams12.org		

Course Name	IB History II		
Course Description	<p>IB History courses prepare students to take the International Baccalaureate History exams at either the Standard or Higher level. In these courses, students study political, military, economic, social, and cultural trends and explore the nature of historical documentation and the methods used by historians. IB History courses survey 20th-century topics in an international context; provide a detailed regional study of a major area (Africa, Europe, the Americas, West and South Asia, East and Southeast Asia, or Australia); and enable students to undertake individual study on a subject of interest in greater detail and depth. The second year specifically: 20th Century historical survey from the First World War through the collapse of Communism in Eastern Europe and the Soviet Union. For the USA, the primary focus will be on international relations and diplomacy, in addition to a domestic unit covering the Civil Rights era. Specifically the African-American, Indigenous, Hispanic, and women's rights movements in the Americas will be covered, as will the protest movement in South Africa against Apartheid from 1948 - 64. As an IB Higher Level course, this class is rigorous and demanding. For the students' IB grade, students will complete one historical investigation ("Internal Assessment"), and three external examinations in May (see assessment outline, in separate handout).</p>		
Unit of Study	Grade Level Expectations/Content Standards	Approximate Time Spent or Percent of time Spent	Targeted Date of Assessment (APPROXIMATE)
World War One (paper 2)	<p>The following are the high school competency / grade level expectations in the new Colorado standards. They are fully compatible with the objectives of the IB History course (see attached objectives from the IB guide).</p> <p>- Students will use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources</p>	3-4 weeks	By Sept. 9
Interwar Period and the Rise of Hitler	- Students will analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time	2-3 weeks	By Sept. 30
World War Two (Paper 2)	<p>Students will analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time</p> <p>-Students will evaluate the significance of ideas as powerful forces throughout history.</p>	4-5 weeks	By Nov. 10
Cold War to 1974 (Paper 2)	Students will analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time	5 weeks	By Dec. 9



	-Students will evaluate the significance of ideas as powerful forces throughout history.		
20 th Century Dictators: Mao and Castro (paper 2)	Students will analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time -Students will evaluate the significance of ideas as powerful forces throughout history.	2 weeks	By Jan. 18
Cold War developments of the 1970's and 1980's and the end of the Cold War	Students will analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time -Students will evaluate the significance of ideas as powerful forces throughout history.	3 -4 weeks	By Feb. 17
Civil Rights and Social Movements in the Americas and South Africa (paper 1 and paper 3)	- Students will use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources -Students will analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time -Students will evaluate the significance of ideas as powerful forces throughout history. (End of new content)	5 weeks	By April 7
REVIEW AND EXAM PREP	- Students will use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources -Students will analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time -Students will evaluate the significance of ideas as powerful forces throughout history.	4 weeks	Exams: May 9, 10

Grading Scale		Grade Percentages/Weights		On group projects, students will receive a grade for individual work and a group grade	
A	90-100	Summative Assessments & Projects	80%	Individual Grade	80%
B	80-89	Formative Assessments & Projects	20%	Group Grade	20%
C	70-79				
D	60-69	*Weekly progress grades are posted at https://ic.adams12.org/campus/portal/adams12.isp		Grades are based on achievement of Content Standards and Grade Level Expectations.	
F	59 or below				

Please Note:

*All students enrolled in this course are required to take the corresponding AP/IB exam in May. If you do not take the exam, your score in this course will be **unweighted** and will impact your GPA. IB exams are non-refundable and after they are ordered, you will be billed for the exam for this class regardless of whether or not you sit for the exam.*



General Expectations

- Grades are based upon the demonstration of proficiency on units associated with a standard given during each formative or summative assessment. Formative grades in addition to summative unit assessments will be used to holistically determine your grade.
- **Summative: 80%** Summative measures of achievement are taken when unit master is expected. (i.e., unit tests, culmination of a project, embedded assessments, etc.)
- **Formative: 20%** Formative assessments measure the scaffolding skills and/or content embedded in the unit. Formative assessments are taken frequently, after a student has practiced a skill or become familiar with content. Examples of formative assessments include but are not limited to exit tickets, paragraphs, oral check for understanding, warm-ups, stages in a large project, etc.
- If no attempt to take a summative assessment has been made, a “no evidence” (NE) grade will be recorded until the assessment is completed. NE shall be defined as not attempting the assessment or not being present for the assessment. **NE will be equal to 0%.**
- In order to receive a passing grade, a student must **attempt ALL summative assessments.**
- The presence of a NE grade for any summative assessment at the end of a grading period will result in a grade of F for the course, regardless of performance on other assessments.
- Assessments will be graded based on teacher / IB rubrics
- The THS re-take policy will be followed; Re-take assessments will cover the same content, but will usually be delivered in a different format than the original in-class assessment.

All superintendent and building policies will be enforced; see handbook for elaboration. **Missing or incomplete assignments/assessments for this course:** Superintendent Policies 6280 Homework and 6281 Make-Up Work, will be followed for this course.

Student Expectations

Student Expectations:

Take Responsibility

- **Students are prompt (on time) for their classes and appointments**
- **Students must be inside the class when the bell rings**
- **Students more than 10 minutes late will be marked absent**
- **More than one tardy a week is considered excessive**
- **Students arrive prepared for class with completed assignments, Civics booklets, paper and a blue or black pen.**

Honor Each Other

- **Students are polite to each other and to adults**

Strive for Success

- **Students produce work that demonstrates their skills and abilities**
- Students actively participate in classroom activities**
- **Students come to class with a positive mental attitude**

School ID: You are required by district to wear your school ID – it should be visible and above the waist. You will not be allowed to leave my room, for any reason, without it!

Supplies: You are required to show responsibility by bringing all materials to class every day such as a black or blue pen, pencil, notebook paper, jump drive, etc.

Discipline Policy: Every student is given four chances before being given a referral. The steps are as follows:

- Step 1 & 2: The student will be given a warning**
- Step 3: The student will be issued lunch detention**
- Step 4: The student’s parent/guardian will be contacted**
- Step 5: The student will receive an incident report to the Dean**

Please Note: Some behaviors may result in an instant incident report to the Dean.

Attendance and Participation: Your consistent attendance and active participation is critical for your success in this class. Civics is a graduation requirement.

Tardiness: Respecting time is an important norm for my classroom. Students should be inside the classroom and ready to begin class when the bell rings. According to your student handbook, more than one tardy a week is



considered excessive. See Adams 12 Student handbook for additional information. Detailed information on the in building Tardy Policy will be handed out and reviewed with students the first week of school.

- **Cell Phones, MP3, CD Players, or any other electronic device:** I will not permit the use of cell phones or any other electronic device in my classroom for personal or social reasons! All electronics need to be silenced and put completely out of sight. I ask that in the event YOU need to USE your cell phone that you ask for permission and then simply step out into the hallway to take care of personal business. **DO NOT MAKE IT A DAILY HABIT.** The following policy regarding electronics will be strictly enforced.

1st offense: Taken for the rest of the day and returned to student at 3pm.

Subsequent: Taken to the office. Parent notified and returned to student.

Additional offenses will result in Parent picking up phone from the attendance/ discipline office.

Cell Phones will only be used to connect to the internet for relevant classroom activities and to seek information relevant to classroom activities. Students may listen to music during independent work at teacher discretion.

Plagiarism and Cheating: “Academic Dishonesty” and will be handled according to the Thornton High School Discipline Matrix. Cheating is supplying or looking at/using someone else’s work.

Food and Drink: Students are allowed to eat and drink in the classroom. So bring snacks from home etc. Remember to throw away your trash or it will result in losing food and drink privilege. Students are NOT allowed to DECA during your class period.

Class Chromebooks- This year a set of 36 Chromebooks will be assigned to the room. During each class period, one student will be assigned one Chromebook for their use this year. At all times students are expected to follow classroom, building and district technology use policies. *IF these are violated technology privileges will be revoked and fees may be charged.*

Testing Center- This year starting around the end of September there will be a testing center available to take tests that you have missed due to absence, or to retake tests that you want to improve your score on. It will be open during lunch on Mondays, Tuesdays, Thursdays, and Fridays. It will also be open after school on Wednesdays after school. Please note that you must set this up with Ms. Haden first to use the testing center, so that I can provide a copy of the appropriate test to the testing center for you to take.

IB external and internal assessment details are in a separate document