

PACETTI BAY MIDDLE SCHOOL

MS. SUE SPARKMAN
PRINCIPAL

MS. KELLY JACOBSON
ASSISTANT PRINCIPAL



IB Middle Years Programme Humanities Year 1

Course Information

Humanities Year 2 focuses on the evolution of specific cultures from 2.5 million years ago to the 1500's C.E. The course begins with examining the technological developments by humans and how agriculture promoted the formation of complex societies. Students "tour" the world and identify crucial cultural contributions, from Early River Civilizations to the Hebrew development of a modern religious self. From there the course concludes with the Classical Empires' traditions of politics, law, art, and civic duty, and the emergence of advanced civilizations in Meso and South America.

Year 1 students create maps and construct timelines to develop a sense of time and place. Students read various codes of ethics such as *Hammurabi's Code*, *excerpts from The Epic of Gilgamesh*, *Bhagavad-Gita*, and the *Analects of Confucius* to develop a respect and understanding of others' perspectives, values, and attitudes. Throughout the year students will connect their learning with scientific, mathematical, and linguistic areas studies.

Year 1 students are assessed on their ability to apply historical thinking skills. Students are expected to examine past cultures through primary sources, building an understanding of intercultural awareness. Students will write, conduct research, make oral presentations, collaborate with peers, and engage in seminar discussions. Through these activities, students will become inquirers, knowledgeable thinkers, communicators, principled and open-minded risk takers, as well as, balanced, caring and reflective human beings.

Our study of World History and Geography will be:

Holistic: We will use other disciplines to help us understand the development of civilization, and we will be looking for connections between "then and now" and between "us" and "them."

Intercultural: We will examine a variety of viewpoints and consider alternative perspectives that frame issues from a historical perspective.

Communication: We will examine communication modes, technologies, and systems; we will expand our competencies in critical reading, speaking, and writing.

245 MEADOWLARK LANE
SAINT AUGUSTINE, FL 32092

PHONE
(904) 547-8760

WEB
WWW-PBM.STJOHNS.K12.FL.US

FAX
(904) 547-8765

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The Aims of IB MYP Humanities:

The aims of the teaching and studying of humanities are to encourage and enable the student to develop:

- An inquiring mind
- The skills necessary for the effective study of humanities
- A sense of time and place
- A respect for 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 contemporary humanities issues
- An awareness of the connections with other subjects
- A lifelong interest in an enjoyment of humanities

Objectives and Assessment of IBMYP Humanities

Students receive yearly grades that assess their achievement toward IB MYP learning objectives in four criteria:

A - Knowledge – terms, facts, examples, descriptions	Knowledge is fundamental to studying humanities, and forms the base from which to explore concepts and develop skills.
B - Concepts – explanations/applications of powerful ideas (time, place and space, change, systems, global awareness)	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.
C - Skills – technical, analytical, decision-making, investigation	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.

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D - Organization and presentation – logic, clarity, style, referencing

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.

Topics

Unit Title	Area of Interaction	Unit Question
Tools of History	Approaches to Learning	Where am I?
From Cave Paintings to Civilization	Approaches to Learning	How did I get here?
Settling Down: Building Up Cities: Mesopotamia and Babylonia	Environments	Why here?
Settling Down: Building Up Nations: Egypt and Kush	Environments	Why am I here?
Ancient Hebrews	Human Ingenuity	How do others understand me?
Ancient India	Health and Social Education	Why do you do what you do?
Ancient China	Human Ingenuity	What bonds us together?
Ancient Greece	Environments	How can I make a difference?
Ancient Rome	Human Ingenuity	How does it all fit together to make a society?
Meso-America: Olmecs, Aztecs, Mayans, Incas	Community and Service	How are connections made?

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Teaching and Assessment

In the IB MYP, teachers work together to develop a variety of methodologies, focusing on approaches to learning, especially critical thinking and reflection. Individual and collaborative active learning strategies are at the heart of the classroom instruction. Real world connections and opportunities to investigate and solve problems will help students become world citizens who understand contemporary issues with a depth and wisdom drawn from the experience of the past. Students will be encouraged to learn through a variety of assignments and assessments. All quizzes, routine homework assignments and many classroom assignments will constitute formative assessments for learning. Students receive credit for attempting and completing these assignments. . Collectively, formative assessments will count for 40 percent of an advisory grade.

Summative assessments of learning help teachers judge student academic progress towards standards set by the state of Florida and IB MYP aims and objectives. These assessments include projects, tests, written essays, exhibits, oral presentations, group research, end of quarter exams and end of course exams. Summative assessments will account for 60 percent of the advisory grade.

Texts and Resources

- Text: *World History: Journey Across Time* by Glencoe
- Primary Source/Content Area Text: *The Ancient World* by Holt, Rinehart and Winston
- Additional resources include: DVDs, Discovery Education United Streaming, Brainpop, test-taking materials, and other materials selected by the instructor.

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IB Middle Years Programme Humanities Year 2

Course Information

Civics will focus on the structures and function of government, and the rights and responsibilities of American citizens. While developing important critical thinking and communication skills, students will become inquiring, reflective and socially aware.

The curriculum focuses on the civic knowledge, intellectual and participatory skills, and dispositions useful for the 21st century middle school classroom, focusing on two forms of student engagement: engagement with civics content (curricular) and with civic life (experiential). It aims to involve students in critical and higher-order thinking, to teach students “life-long learner” skills, and to present students with multiple perspectives. Its “eclectic approach” draws from a variety of materials to provide both content and teaching strategies that build on students’ background experiences, incorporate a variety of learning styles, make use of appropriate technologies, develop FCAT-related literacy skills, and offer authentic assessment to gauge student learning.

This civics curriculum comprises seven units: American Citizenship; Foundations of American Government; Overview of the United States and its Federal Government; State and Local Government; Elections, Parties, and Pressure Groups; The U. S. Economy; and Global Affairs and U. S. Foreign Policy. The curriculum also addresses all of the Next Generation Sunshine State Standards and Benchmarks for 7th Grade Civics, Geography, and Economics.

Our study of Civics will be:

Holistic: We will use other disciplines to help us understand the development of civilization, and we will be looking for connections between “then and now” and between “us” and “them.”

Intercultural: We will examine a variety of viewpoints and consider alternative perspectives that frame issues from a historical perspective.

Communication: We will examine communication modes, technologies, and systems; we will expand our competencies in critical reading, speaking, and writing.

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Aims of IBMYP Humanities

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- The skills necessary for the effective study of humanities
- A sense of time and place
- A respect for and understanding of others' perspectives, values, and attitudes
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- A lifelong interest in an enjoyment of humanities

Objectives and Assessment of IBMYP Humanities

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B - Concepts – explanations/applications of powerful ideas (time, place and space, change, systems, global awareness)	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.
C - Skills – technical, analytical, decision-making, investigation	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.
D - Organization and presentation – logic,	Students should be comfortable using a variety of formats to organize and present their work

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Topics

Unit Title	IB MYP Area of Interaction	Unit Question
American Citizenship	Community and Service	What makes a good citizen?
Foundations of American Government	Human Ingenuity	Do you have a firm foundation?
Overview of the United States and its Federal Government	Health and Social Education	How do you compare to others?
State and Local Government	Community and Service	Who and what are in my community?
Elections, Parties, and Pressure Groups	Health and Social Education	Which party will you attend?
The U.S. Economy	Human Ingenuity	Is it worth it?
Global Affairs and U.S. Foreign Policy	Environments	Where do we fit in?

Texts and Resources

- Textbook - *Civics Today* by Prentice Hall
- Additional resources include United Streaming, documentaries, test-taking materials, and other materials selected by the instructors.

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IB Middle Years Program Humanities Year 3

Course Information

MYP Humanities Year 3 joins together both skills and content knowledge so that students understand how history and geography effect each other and shape the world around them. Students examine the relationship among social, economic, and geopolitical developments across time and place. They use the processes of conceptual and critical thinking to analyze historical and contemporary issues. Students are encouraged to think independently while developing group process skills.

This course helps students succeed in the IB Middle Years Program by cultivating enquiring minds, by developing the critical thinking skills and historical imagination necessary to work with fragmentary evidence, by examining local and global points of view on history and culture, and by building systems that observe, classify, explain, and relate information from a variety of sources.

The study of US History and Geography is a natural laboratory for developing in students the identity and habits of mind that support the IB learner profile. Throughout the year we will use real world problems, simulations, document analysis, debates, and research projects to help students become inquirers, knowledgeable thinkers, communicators, principled and open-minded risk takers, balanced, caring and reflective human beings.

Students will trace issues of oppression and independence from colonization through the aftermath of the Civil War and into reconstruction. Students explore the colonial interest that caused increasingly harsh treatment of Native Americans and African Slaves, and they compare that philosophy with the ideas contained in the independence movements that shaped the Constitution. They trace the conflicting ideas of the Constitution that fostered the emergence of political parties, and they follow those parties' changing stances on agriculture, urbanization, slave labor, expanding territories, and the American Indian displacement. Students end the year by examining the Civil War and Reconstruction periods that were born from those many conflicts and by the rapid urbanization and industrialization that followed. They also assess the country's preparation for another wave of immigration as the nation's economy transforms from agrarian to manufacturing and the population shifts from rural communities to the cities.

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C - Skills – technical, analytical, decision-making, investigation	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.
D - Organization and presentation – logic, clarity, style, referencing	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.

Topics

Unit Title	IB MYP Area of Interaction	Unit Question
Understanding History	Approaches to Learning	How does one successfully approach the study of American History
Beringia /Ancient Civilizations / Native Americans	Environments	How did Natives adapt to their environment?
Exploration	Environments	How does the interaction of two aliens impact the world?
Colonization	Human Ingenuity	How did English settlement effect the political and economic development of the colonies?
The American Revolution	Environments	How did the American Revolution influence the world of the 18 th and 19 th centuries?
Creating the Constitution	Approaches to Learning	What are the guiding principles and goals of the US Constitution?
Our New Nation	Human Ingenuity	How do growing pains effect a new nation?

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Growth & Expansion	Community and Service	How do we create community?
Industrial Revolution	Health and Social Education	How can we measure the impact of industrialization?
Economic Change and Social Reforms	Community and Service	Do differences have to divide?
Civil War	Community and Service	What conflicts drove the nation to war against itself?
Reconstruction	Human Ingenuity	How does a nation rebuild itself?

Texts and Resources

- Textbook: *The American Journey* by Glencoe
- Textbook: *History Alive!: The United States through Industrialism* by Teachers Curriculum Institute
- Additional resources include United Streaming, documentaries, test-taking materials, and other materials selected by the instructors.

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