

## Humanities - Year 2

### Course Description

Using the NC Standard Course of Study and the MYP objectives as our guidelines, Humanities in the seventh grade will focus on Africa, Asia, and the Pacific Realm. Beginning with the five themes of geography, the course will examine the history of these regions (from their origins to present), the people of these regions (their socio-economic and cultural development), and the economies of these regions (from bartering to a globally connected economy.) Emphasis will be placed on the nature of resource allocation, past and present, with significant attention devoted to analyzing how such resources are linked to political and cultural characteristics of a given region.

Students will read extensively from both primary and secondary sources beyond the text. They will study the evolution of societies on these continents, in particular current developments in the Middle East and potential short and long term impacts. They will also analyze how the trend toward global economies both contributes to and detracts from the unique characteristics of a region.

To understand the people, events, and the importance of these continents to the future, students will be encouraged to use their sense of creativity in developing special projects; including oral presentations, debates, and written demonstrations displaying their respect and awareness of a globally connected society.

### Aims

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

- the skills necessary for the effective study of humanities
- an enquiring mind
- an awareness with humanities connections with other subjects
- a respect for developing an intercultural awareness
- an understanding of the interactions and interdependence of individuals, societies, and their environment
- a sense of internationalism and a desire to become a responsible global citizen
- develop critical thinking and analytical skills by examining happenings of the past
- an understanding of the causes and consequences of change

### Objectives

By the end of the course, students will be able to:

- a. Knowledge and Understanding
  - i. know and apply historical terms
  - ii. demonstrate factual recall
  - iii. demonstrate an understanding of chronology
  - iv. describe historical events
- b. Understanding and Application of Concepts
  - i. Make relevant connections (where they exist) between present and past events
  - ii. Understand events and issues in the context of the time period
  - iii. recognize similarity and difference
  - iv. identify cause and consequence
- c. Application of Skills
  - i. detect forms of bias: visual, graphic, tabular and printed
  - ii. analyze and interpret data and information
  - iii. identify key questions and issues
  - iv. present clear and reasoned arguments based on historical concepts, using relevant examples

#### d. Presentation and Organization of Information

- i. select material which is relevant to the topic
- ii. organize information in a logically sequenced manner
- iii. express historical information and ideas in a clear and precise manner
- iv. clearly document the sources of information use

### **Areas of Interaction**

- Human Ingenuity (HI) - Students are provided the opportunity to explore and appreciate the discoveries of mankind through an in-depth review of how inventions have impacted our lives today. Students will reflect on both past and future consequences of man's desire to create.
- Approaches to Learning (ATL) - Students work to improve upon their communication, organization, collaboration, and reflection through a variety of activities. Daily meetings focus on developing, maintaining, and improving upon skills necessary for independent success.
- Health and Social Education (HSE) - Students will gain perspective on how man's actions can impact one's personal health, and the health of a society as a whole.
- Environments (E) - Developing an understanding of our personal responsibilities as global citizens through the study of mankind and our environments.
- Community and Service (CS) - Through investigative research, current events, and personal interests, students will gain an appreciation for relating to, and helping others. As a result, they will foster an interest for providing service in their community.

### **Student Resources**

All students will be provided a textbook - Living in Our World: Africa, Asia, and the Pacific Realm.

A wide collection of periodicals, newspapers, and other medium will be used to supplement our studies. Students will also have access to the local Patrick Beaver Library to assist in their research.

### **Methodology**

The fundamental concept of our humanities curriculum is to create a holistic view of knowledge in an increasingly complex world. Students meet objectives through the completion of interdisciplinary projects and direct course instruction which establish relevant links between subject areas and the areas of interaction.

### **Topics**

Study the history of Africa, Asia, and the Pacific Realm

Examine the impact of the five themes of geography in the above regions

Demonstrate an understanding of ancient the development of ancient Mesopotamia

Understand the influence of religion on the culture of an area

Recognize the impact of resources (economic, human, and natural) and how they are utilized by different regions

Analyze the significance of global economies and how they are interconnected

## Assessment

Students will be assessed utilizing the IB criteria on all oral, visual, and written work. Students will also receive standardized scores on tests, quizzes, and homework assignments. Projects will be assessed using both the IB criterion rubrics and standardized grading rubrics.

Criterion	Maximum	Assessment Methods
A - Knowledge and Understanding	10	Tests, quizzes, written and oral assignments
B - Understanding and Application of Concepts	10	Oral presentations, extended writing, and research projects
C - Application of Skills	10	Debates, case studies, data/map analysis, and evaluating historical sources
D - Presentation and Organization of Information	6	Subject specific projects and exhibitions

## Curriculum Map

Year 1 - Sixth Grade South America & Europe Establishing Independence	Year 2 - Seventh Grade Africa, Asia, & the Pacific Developing Relationships	Year 3 - Eighth Grade North Carolina Creation & Development of the State
<p>Defining a culture</p> <ul style="list-style-type: none"> <li>- Five themes of geography (introducing)</li> <li>- Mapping skills</li> <li>- How does geography impact exploration?</li> <li>- How are tools utilized to guide human understanding?</li> <li>- AOI: (ATL) &amp; (E)</li> </ul> <p>Movement</p> <ul style="list-style-type: none"> <li>- Population Patterns</li> <li>- Human Migration</li> <li>- Need for Religion</li> <li>- Physical Earth and its impacts</li> <li>- Trade</li> <li>- AOI: (H&amp;S)</li> </ul> <p>Basic Economics</p> <ul style="list-style-type: none"> <li>- Economic indicators</li> <li>- Impact of education and technology</li> <li>- Specialization and trade</li> <li>- What impacts the production and distribution of goods?</li> <li>- AOI: (HI)</li> </ul> <p>Government Structure</p> <ul style="list-style-type: none"> <li>- Purpose of city-states</li> <li>- What is a democracy?</li> <li>- Hierarchy and responsibilities at each level</li> <li>- How and why do governments interact?</li> <li>- AOI: (CS) &amp; (ATL)</li> </ul>	<p>Environmental Impacts</p> <ul style="list-style-type: none"> <li>- Five themes of geography (developing)</li> <li>- Why Mesopotamia?</li> <li>- Allocation and use of resources</li> <li>- Analyzing maps and models</li> <li>- AOI: (E) &amp; (ATL)</li> </ul> <p>Cultural Implications</p> <ul style="list-style-type: none"> <li>- Impact of religion</li> <li>- Life through art</li> <li>- Cultural norms and contributions</li> <li>- Individual contributions</li> <li>- AOI: (HI)</li> </ul> <p>Advanced Economics</p> <ul style="list-style-type: none"> <li>- Management of resources</li> <li>- Examining key ethical issues and their influence on development</li> <li>- Analyzing economic data/indicators</li> <li>- Effects of over-specialization and evaluating impacts on the standards of living</li> <li>- AOI: (CS)</li> </ul> <p>Conflict</p> <ul style="list-style-type: none"> <li>- Analyze historical development of governments and assess their effects on contemporary systems</li> <li>- Evaluate effectiveness of different government styles</li> <li>- Examine sources of current conflicts and explore an individual's role</li> <li>- AOI: (H&amp;S)</li> </ul>	<p>A Man's Declaration</p> <ul style="list-style-type: none"> <li>- Assessing impact of geography on colonization (mastery of 5 themes)</li> <li>- Evaluating the consequences of diversity (Native Americans, African Americans, European immigrants, etc.)</li> <li>- Causes and effects of Revolutionary War</li> <li>- AOI: (E)</li> </ul> <p>The Cost of Independence</p> <ul style="list-style-type: none"> <li>- Evaluate impact of reform and expansion</li> <li>- Analyze causes, course, character, and impacts of the Civil War and Reconstruction</li> <li>- Identifying and assessing political, economical, social and technological change</li> <li>- AOI: (CS)</li> </ul> <p>Our Place in the World</p> <ul style="list-style-type: none"> <li>- Assess involvement in world affairs (WWI) and their consequences</li> <li>- Analyze immediate and long-term affects of the Great Depression (economic and cultural changes)</li> <li>- Examine the significance of our participation in WWII</li> <li>- AOI: (H&amp;S)</li> </ul> <p>Modern Development</p> <ul style="list-style-type: none"> <li>- Analyzing the post-war period</li> <li>- Investigating UN agencies</li> <li>- Impact of leadership (political, economical, and individual)</li> <li>- AOI: (HI) &amp; (ATL)</li> </ul>

\*Approaches to learning will be a continued focus throughout the curriculum.