

Humanities - Year 3

Course Description

Using the NC Standard Course of Study and the MYP objectives as our guidelines, Humanities in the eighth grade will focus on examining the roles of people, events, and issues in North Carolina that have contributed to the unique character of the state today. The curriculum will develop chronologically while exploring from revolutionary times to modern day. Emphasis will be placed on the price of freedom, diversity, elements of change, and the impacts of government through time.

Students will read extensively from both primary and secondary sources beyond the text. They will study of the state as part of a nation and its role on a global scale. They will also analyze major historical events in an effort to recognize their significance on current events/decisions.

To display a comprehension of the causes and effects of such development, students will demonstrate the skills they have gained throughout their middle school career as a key piece of their personal project.

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. question of authenticity and reliability of historical sources
 - iii. interpret and evaluate a wide range of historical sources and evidence
 - iv. analyze and interpret data and information
 - v. make balanced judgments on issues and problems, and draw valid conclusions
 - vi. identify key questions and issues
 - vii. 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
- v. use a variety of media and technologies to present data

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 utilize the following text books: A History of the United States by Joy Hakin, United States History (Holt), A Journey through North Carolina and A Journey through North America by Gibson Smith. 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

Examine the roles of people, events, and issues in North Carolina history that have contributed to the character of the state today

Explore key concepts of geography, civics, and economics

Analyze the structures of local, state, and federal governments

Use their studies in humanities as a way to demonstrate their learning through a personal product

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

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