



# 10<sup>th</sup> Grade Humanities

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Class Outline and Syllabus

Grade 10 humanities is a humanities course that closely examines World War II, the Cold War, global interactions, inequalities of development and how these four topics relate to each other.

Our thought is that History is the story of humankind, of our changes and similarities throughout time. History is an ongoing process, with the events of yesterday influencing today, and what happens today influencing tomorrow. Understanding history means not only knowing what events caused others, but why they caused them, and what they can teach us for tomorrow.

## **The Course Essential Outcomes:**

- Unit 1: World War II
- Unit 2: Cold War
- Unit 3: Global Interactions & Inequalities of Development
- Unit 4: To Be Determined

## **Textbooks:**

The main textbook for this course can be found online on the course Weebly site which can be found at: <http://iicshumanities1.weebly.com/grade-10.html>

Students will be issued a variety of other materials throughout the year.

## **Absence:**

- If you anticipate not being able to hand in work on time, you should discuss this with the teacher BEFORE it is due.
- If you are absent it is your responsibility upon return to contact your teacher to establish a suitable time to make up work. All tests missed in class must be made up at the teacher's discretion.

## **Laptop Computers:**

Students are expected to bring their laptop computers, charged, to class each day. If a student experiences computer problems, the Apple Center is now located in the library and frequently lends laptop to students until necessary repairs are made.

# IICS. Exceptional. Forward thinking.

**Plagiarism:**

**Any student who is caught copying from a source without citing the source, or who is caught copying another student's work (or allowing his/her work to be copied), will be given a zero and possible further consequences.**

Plagiarism is using, copying or borrowing someone else's work and using that work as your own. This includes copying from a text or the Internet. In addition, plagiarism includes copying someone else's homework or working together and turning in the work as purely your own. Plagiarism will not receive a academic penalty, other consequences will be assigned.

**Academic Integrity:**

Academic honesty is of the utmost importance to the instructors of this course and is a vital part of maintaining a credible institution of learning. Academic dishonesty tarnishes the integrity of everyone involved and ruins careers and reputations. There is absolutely no excuse for academic dishonesty. If you are caught participating in any behavior that is academically dishonest as defined by the SAS Student Handbook, the instructor will follow school guidelines in reporting your offense. This may result in a failing grade for the assessment or course. If you are having difficulty keeping up with the workload for this course, please see your instructor.

**Homework, Grading Policy and weights:**

Students will be assessed in a variety of ways, including class tests, projects and essays. Students' grades will be calculated based on the IICS MYP humanities grading criterion:

**Criterion A: Knowing and Understanding**

Maximum: 8

Students should be able to:

- use humanities terminology in context
- demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"><li>• makes a limited attempt to use some relevant terminology</li><li>• demonstrates basic knowledge and understanding of content and concepts with simple descriptions and/or examples.</li></ul>
3-4	The student: <ul style="list-style-type: none"><li>• uses terminology that is accurate and/or appropriate</li><li>• demonstrates knowledge and understanding of content and concepts through adequate descriptions, explanations or examples.</li></ul>
5-6	The student: <ul style="list-style-type: none"><li>• uses a range of terminology accurately and appropriately</li><li>• demonstrates good knowledge and understanding of content and concepts through accurate descriptions, explanations and examples.</li></ul>
7-8	The student: <ul style="list-style-type: none"><li>• uses a wide range of terminology accurately and appropriately</li><li>• demonstrates detailed knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples.</li></ul>

Command terms and MYP definitions

Use: Apply knowledge or rules to put theory into practice.

Demonstrate: Prove or make clear by reasoning or evidence, illustrating with examples or practical application.

**Criterion B: Investigating**

Maximum: 8

Students should be able to:

- formulate a clear and focused research question
- formulate and follow an action plan to investigate a research question
- use methods accurately to collect and record information consistent with the research question
- effectively address the research question.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"><li>• formulates a very general research question</li><li>• formulates and follows a limited action plan to investigate a research question</li><li>• collects and records limited information not always consistent with the research question</li><li>• makes a limited attempt to address the research question.</li></ul>
3-4	The student: <ul style="list-style-type: none"><li>• formulates an adequate research question</li><li>• formulates and follows a partial action plan to investigate a research question</li><li>• uses a method or methods to collect and record some information consistent with the research question</li><li>• partially addresses the research question.</li></ul>
5-6	The student: <ul style="list-style-type: none"><li>• formulates a clear research question</li><li>• formulates and follows a satisfactory action plan to investigate a research question</li><li>• uses methods to collect and record appropriate information consistent with the research question</li><li>• satisfactorily addresses the research question.</li></ul>
7-8	The student: <ul style="list-style-type: none"><li>• formulates a clear and focused research question</li><li>• formulates and follows a detailed action plan to investigate a research question</li><li>• uses methods accurately to collect and record appropriate and varied information consistent with the research question</li><li>• effectively addresses the research question.</li></ul>

## **Criterion B: Investigating**

Command terms and MYP definitions

**Formulate:** Express precisely and systematically the relevant concept(s) or argument(s).

### Notes

- When defining a “clear and focused research question” the following elements can be considered: relevance, manageability, originality, ability to be assessed, of interest to the student and based in the subject. Students are not expected to formulate a research question in all cases that objective B is addressed; this can be supplied by the teacher. However, students must be given opportunities to formulate research questions at some stage during year 5. Research questions might also be formulated at the end of an investigation when students have developed their knowledge of the topic under consideration. The research question might also be formulated as a research statement.
- The action plan refers to the steps and information that the student defines in order to complete the investigation; it does not specifically refer to an essay plan, although this might be included in the overall action plan.
- Methods to collect information include, but are not limited to: selection of sources (type and range); questionnaires; surveys; interviews; observation; experiments; measurement; use of statistics and databases; formulation of questions
- Methods to record information (electronic or paper), include but are not limited to: note-taking and summarizing; production of tables, graphs, maps, checklists; production of MindMaps®; indexing; creation of visuals such as timelines; production of databases

**Investigate:** Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.

**Use:** Apply knowledge or rules to put theory into practice.

**Criterion C: Thinking critically**

Maximum: 8

Students should be able to:

- analyse concepts, events, issues, models and arguments
- analyse and evaluate a range of sources in terms of origin and purpose, recognizing values and limitations
- interpret different perspectives and their implications
- synthesize information in order to make valid, well-supported arguments.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"><li>• makes a limited attempt to analyse concepts, events, issues, models or arguments</li><li>• describes some sources in terms of origin and purpose and recognizes some values and limitations</li><li>• identifies different perspectives</li><li>• makes connections between information in a limited attempt to make arguments.</li></ul>
3-4	The student: <ul style="list-style-type: none"><li>• completes a simple analysis of concepts, events, issues, models or arguments</li><li>• completes a simple analysis and/or evaluation of some sources in terms of origin and purpose, recognizing values and limitations</li><li>• identifies different perspectives and their implications</li><li>• makes connections between information to make simple arguments.</li></ul>
5-6	The student: <ul style="list-style-type: none"><li>• completes a satisfactory analysis of concepts, events, issues, models or arguments</li><li>• satisfactorily analyses and/or evaluates a range of sources in terms of origin and purpose, recognizing values and limitations</li><li>• interprets different perspectives and their implications</li><li>• synthesizes information to make valid arguments.</li></ul>
7-8	The student: <ul style="list-style-type: none"><li>• completes a detailed analysis of concepts, events, issues, models or arguments</li><li>• effectively analyses and evaluates a range of sources in terms of origin and purpose, recognizing values and limitations</li><li>• thoroughly interprets a range of different perspectives and their implications</li><li>• synthesizes information to make valid, well-supported arguments.</li></ul>

**Criterion C: Thinking critically**

Command terms and MYP definitions

Analyse: Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.

Describe: Give a detailed account or picture of a situation, event, pattern or process.

Evaluate: Assess the implications and limitations; make judgments about the ideas, works, solutions or methods in relation to selected criteria.

Identify: Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.

Interpret: Use knowledge and understanding to recognize trends and draw conclusions from given information.

Synthesize: Combine different ideas in order to create new understanding.

**Criterion D: Communicating**

Maximum: 8

Students should be able to:

- communicate information and ideas using an appropriate style for the audience and purpose
- structure information and ideas in a way that is appropriate to the specified format
- document sources of information using a recognized convention.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> <li>• communicates information and ideas by attempting in a limited way to use a style that is appropriate to the audience and purpose</li> <li>• makes a limited attempt to structure information and ideas in a way that is appropriate to the specified format</li> <li>• makes a limited attempt to document sources of information.</li> </ul>
3-4	The student: <ul style="list-style-type: none"> <li>• communicates information and ideas by using a style that is sometimes appropriate to the audience and purpose</li> <li>• structures information and ideas in a way that is sometimes appropriate to the specified format</li> <li>• sometimes documents sources of information using a recognized convention.</li> </ul>
5-6	The student: <ul style="list-style-type: none"> <li>• communicates information and ideas by using a style that is often appropriate to the audience and purpose</li> <li>• structures information and ideas in a way that is often appropriate to the specified format</li> <li>• often documents sources of information using a recognized convention.</li> </ul>
7-8	The student: <ul style="list-style-type: none"> <li>• communicates information and ideas effectively by using a style that is consistently appropriate to the audience and purpose</li> <li>• structures information and ideas in a way that is consistently appropriate to the specified format</li> <li>• consistently documents sources of information using a recognized convention.</li> </ul>

**Criterion D: Communicating**

Notes

- The Istanbul International Community School academic program follows the conventions of the MLA format for documentation purposes.
- See <http://www.library.cornell.edu/resrch/citmanage/mla> or check out an MLA guide in the school library.
- Or use <http://citationproducer.com/mla-citation>

Command term and MYP definition

Document: Credit sources of information used by referencing (or citing) following one recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography.

Classroom participation is expected and can alter a student's assessment. Classroom participation includes timed writing assignments, brainstorming exercises, group activities, class activities and discussion.