



Stony Point High School  
IB Diploma Programme  
Course Syllabus  
**History of the Americas II**  
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Welcome to IB History of the Americas! The IB Diploma Program is a rigorous pre-university course of study. It is a broad based two year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

I. **Course Overview: History of the Americas I**

History of the Americas I (IB) This course is the first of 2 years for IB History of the Americas HL. During the two years, this course will also cover state requirements for Government and Economics. Year one is a comparative study of the Western Hemisphere, with an added emphasis on U.S. History to prepare for the STARR test.

This course, in combination with IB 20<sup>th</sup> Century Topics and Regional Studies in 12<sup>th</sup> grade, prepares students for the IB Higher Level (HL) History of the Americas exam during the 12<sup>th</sup> grade year.

II. **Prerequisite:** Credit in World Geography (#2102) and World History (#2202) is required.

III. **History of the Americas SL and HL Course Aims and Objectives are to:**

1. Develop and understanding of, and continuing interest in, the past.
2. Encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events, and developments.
3. Promote international-mindedness through the study of history from more than one region of the world.
4. Develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives.
5. Develop key historical skills, including engaging effectively with sources.
6. Increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

IV. **Theory of Knowledge Course Integration:**

History is one of the eight areas of knowledge that are at the center of the TOK course. It is an interesting area of knowledge because it raises questions such as how far we can speak with certainty about anything in the past, and whether historians' accounts are necessarily subjective. All of the elements of the history course provide excellent scope for making links to TOK. However, the most explicit link to TOK comes in the internal assessment task (see the "Internal assessment" section of this guide). Students are required to reflect on what completing their historical investigation taught them about the role of methods used by, and challenges facing,

the historian. This provides excellent links to TOK, where students will, for example, compare the methods used to gain knowledge in history with the methods used to gain knowledge in other areas of knowledge.

Examples of discussion questions that can be used to make links to TOK include the following.

- What is the role of the historian?
- What methods do historians use to gain knowledge?
- Is it possible to describe historical events in an unbiased way?
- Do we learn from history?
- What is the difference between bias and selection?
- Who decides which events are historically significant?
- To what extent does studying history help us to better understand ourselves in the present?
- What is the role of individuals in history?
- How does the context within which historians live affect historical knowledge?

More information on TOK can be found in the *Theory of knowledge guide*.

V. **How the course will address CAS:**

Creativity, activity, service (CAS) is at the heart of the DP. CAS enables students to live out the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Examples of CAS experiences that have links to history include the following.

- A creativity experience creating artwork to accompany a school magazine article commemorating a historical event or figure
- A service experience volunteering at a care home for elderly patients and talking to the residents about their experiences of living through historical events
- A combined activity and service experience organizing and participating in a fun run to raise funds for a veterans' charity

More information on CAS can be found on our website at [www.stonypointib.com/CAS](http://www.stonypointib.com/CAS) and through ManageBac or your CAS coordinator.

VI. **How the course will address Approaches to Learning skills**

The Diploma Programme history course focuses on developing five key categories of approaches to learning (ATL) skills: thinking skills, communication skills, social skills, research skills and self-management skills.

Skill area	Examples of activities and approaches Diploma Programme history teachers could use to help develop these skills
Thinking skills	-Familiarize DP students with history command terms and ensure that they are clear about what type of thinking is expected of them when different terms are used identify opportunities to make links to theory of knowledge (TOK) -Engage students in activities that require higher-order thinking (such as analysis and evaluation) rather than simple memorization of content -Encourage students to make links and comparisons between different examples and topics they study in their history lessons Incorporate reflection activities into history lessons (these could range from reflective journals to online reflection using blogs or podcasts)

	<ul style="list-style-type: none"> <li>-Teaching of visible thinking routines such as “word–phrase–sentence” to help them engage with the text more closely, and</li> <li>-Metacognitive reflections-- ask students to discuss why they made their particular selections</li> </ul>
Communication skills	<ul style="list-style-type: none"> <li>-Group debates about the significance of a particular historical individual or event</li> <li>-Essay planning, paragraph structuring, introduction writing, conclusion writing etc</li> <li>-historical source works in a variety of media, including: visual sources, speeches, interviews, maps etc, to help develop skills such as visual literacy</li> <li>-develop oral presentation skills through student-taught topics</li> <li>- identify how the historians formulate and effectively utilize arguments in their writing</li> </ul>
Social skills	<ul style="list-style-type: none"> <li>-collaborative formal assessments such as a group projects</li> <li>- peer assessment of each other’s work</li> <li>- consider alternative perspectives on a particular issue or event</li> <li>-collaborate (either virtually or face-to-face) with the history students from another IB World School nearby</li> </ul>
Research skills	<ul style="list-style-type: none"> <li>-discuss and model acknowledging the ideas of others in all written and oral tasks</li> <li>-Encourage students early in the history course to get into a routine of using a single, standard method of referencing-</li> <li>formative assessment tasks that require students to identify and locate historical sources themselves</li> <li>-Embed analysis of the value and limitations of sources into all history lessons and activities involving source material</li> <li>-o practice formulating research questions that are focused, specific and appropriate for investigation within a specified timeframe</li> </ul>
Self-management skills	<ul style="list-style-type: none"> <li>- students will plan history internal assessment task into a series of stages with interim deadlines</li> <li>- revisit an essay after submission to make improvements</li> <li>- try out different revision strategies to find approaches that work well for them</li> <li>-model self-management skills</li> </ul>

VII. **The approach to teaching the course.**

The Diploma Programme history course is underpinned by six key approaches to teaching that encompass the key values and principles of IB pedagogy

<b>Approaches to teaching</b>	<b>Examples of activities and strategies utilized in the teaching of HOA</b>
inquiry	<ul style="list-style-type: none"> <li>-student-led research about a new historical topic</li> <li>-promoting questions, not just providing answers</li> <li>-Identifying opportunities for experiential learning activities in history lessons; site visits, field trips, guided role playing activities or simulations</li> </ul>

	<ul style="list-style-type: none"> <li>- developing/presenting inquiry questions that will help to inspire discussion and debate or essay topics</li> </ul>
conceptual understanding	<ul style="list-style-type: none"> <li>-The history course is focused on six key concepts (change, continuity, causation, consequence, significance and perspectives)—when</li> <li>-identifying the key concepts</li> <li>-Identifying opportunities to make links to concepts students may also be studying in their other subjects, such as “power” or “identity”</li> <li>-developing an understanding of the wider concept of “causation”, and helping students to identify different categories of causes (such as economic causes, political causes, etc)</li> <li>-posing a variety of different types of questions—factual, conceptual and debatable</li> </ul>
local and global contexts	<ul style="list-style-type: none"> <li>-Ensuring that students are aware that they have the option to do their historical investigation on a local history topic if it is something that particularly interests them</li> <li>-Encouraging students to appreciate the complexity of historical events by exploring multiple interpretations or explanations</li> <li>-grounding abstract concepts in specific, real world examples</li> <li>-developing international-mindedness through teaching of World History</li> <li>-encouraging student-driven exploration of historical events that have shaped the world today</li> </ul>
effective teamwork and collaboration	<ul style="list-style-type: none"> <li>-Encouraging students to be respectful of their peers during discussions and debates about historical issues</li> <li>-Encouraging history department to engage in collaborative planning,</li> <li>-promoting collaboration and communication between students and teachers—encourage students to give regular feedback on which lesson elements they feel that they have understood and with which elements they feel they are struggling, and use this information to inform future planning</li> </ul>
differentiated to meet the needs of all learners	<ul style="list-style-type: none"> <li>-Encouraging students to find ways of summarizing key information about historical events that suit their own individual styles of learning, including concept maps, flow charts or diagrams</li> <li>-Utilizing the diversity of cultural perspectives students bring to the history classroom</li> <li>- adding extension tasks to help challenge gifted and talented students</li> <li>- activating students’ prior learning</li> </ul>
informed by assessment	<ul style="list-style-type: none"> <li>-Setting students’ practice essays based on history examination questions from previous years</li> <li>-Ensuring that history students are familiar with the markbands for external assessment, and with the criteria for internal assessment</li> </ul>

VIII. **How the course will address the Learner Profile.**

The History of the Americas HL course will address the Learner Profile in the following ways:

Students become...

**Thinkers**-by analyzing various historical events, causation, and global impacts

**Reflective**-by completing activities in both formative and summative assessments that allow them to think about the way they have learned and to apply that knowledge to future assignments

**Inquirers**-by researching and questioning of perspectives presented

**Principled**- by adhering to the Academic Integrity Policy and by acknowledging others work in presentations and written research.

**Caring**-by offering constructive feedback to peers and by engaging in thoughtful communication with all stakeholders

**Balanced**- by meeting deadlines and reaching out for help when they fall behind.

**Risk-takers**-developing arguments, choosing research topics, approaching traditional topics in innovative way

**Open-minded**-by learning to consider perspectives outside their own, by listening to others, and by reflecting on how their own beliefs shift in response

**Communicators**--through participation in class discussion, giving presentations, writing essays, blog posts, articles

**Knowledgeable**-by studying global events, historical figures, trends in events over time

## IX. **Assessment details for Internal and External Requirements**

### **Guidance on the internal assessment task**

The internal assessment task at both SL and HL requires students to undertake an historical investigation. This element of the course is an opportunity for students to engage in a deeper exploration of the methods of history, and for students to reflect on their own experience of “doing history”. The historical investigation is made up of three sections.

### **Key points to note**

Students have a free choice of topic for their historical investigation. The topic need not be related to the syllabus but it must be historical, and therefore cannot be on an event that has happened in the last 10 years.

A bibliography and clear referencing of all sources must be included in the investigation, but these are not included in the overall word count.

The investigation must be a written piece and should be the work of the individual student. Group work is not permitted.

The timing of when to complete the internal assessment task is up to the individual teacher. However, it is advisable to start the investigation at least three months prior to the date that samples must be submitted to the moderators.

The word limit for the historical investigation is 2,200 words. If the word limit is exceeded, then the teacher's assessment must be based on the first 2,200 words. There is no minimum word limit for the historical investigation. However, work that falls significantly below the maximum word limit is unlikely to meet all the stated requirements for the task and is likely to receive low marks overall.

### The format of the investigation

The historical investigation must be presented in three sections, with an accompanying bibliography. Below are suggested word allocations for each section of the historical investigation. Please note that these word allocations are suggestions only.

Section	Suggested word allocation	Associated assessment criteria	Marks
1. Identification and evaluation of sources	500	A. Identification and evaluation of sources	6 marks
2. Investigation	1,300	B. Investigation	15 marks
3. Reflection	400	C. Reflection	4 marks
Bibliography	Not applicable	Not applicable	Not applicable
<b>Total (maximum word limit)</b>	<b>2,200 words</b>		<b>Total: 25 marks</b>

Please note that there is not a specific criterion relating to, or rewarding, the inclusion of a bibliography. However, clear referencing and a bibliography must be included with every investigation. The investigation must be the student's own work, and all ideas and work of others must be fully acknowledged. If a student fails to include a bibliography and clear referencing, there is a potential for academic honesty infringement.

Assessment component	Weighting
<b>External assessment (5 hours)</b>	<b>80%</b>
<hr/> <p><b>Paper 1 (1 hour)</b> Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. (24 marks)</p> <p><b>Paper 2 (1 hour 30 minutes)</b> Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)</p>	<hr/> <p><b>20%</b></p> <hr/> <p><b>25%</b></p>

<p><b>Paper 3 (2 hours 30 minutes)</b> Separate papers for each of the four regional options. For the selected region, answer three essay questions. (45 marks)</p>	<p><b>35%</b></p>
<p><b>Internal assessment (20 hours)</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Historical investigation</b> Students are required to complete a historical investigation into a topic of their choice. (25 marks)</p>	<p><b>20%</b></p>

- X. **Grading Policy & Scale:** All IB courses are weighted on a 6.0 scale. Grades in this course are weighted by category of assignment. The weights are as follows:
1. Tests/Projects **40%**: Will be given after major units of study.
  2. Quizzes **30%**: Will be given more frequently after smaller sections of work
  3. Daily Work/Activities **30%**: In class practices, activities, discussions and work done in class
- Students can expect at minimum of 2-3 assignments from the first two categories and anywhere between 6-10 assignments from the third category.

XI. **Course Sequence:**

**Topic 3: Rights and protest**

This prescribed subject focuses on struggles for rights and freedoms in the mid-20th century. Two case studies are prescribed, from two different regions of the world, and both of these case studies must be studied. The first case study explores the civil rights movement in the US between 1954 and the passing of the Voting Rights Act in 1965. The second case study explores protests against apartheid in South Africa. It focuses specifically on the years 1948–1964, beginning with the election of the National Party in 1948 and ending with the imprisonment of Nelson Mandela and his co-defendants following the Rivonia trial in 1964.

<b>Case studies</b>	<b>Material for detailed study</b>
<p>Case study 1: Civil rights movement in the United States (1954–1965)</p>	<p>Nature and characteristics of discrimination</p> <ul style="list-style-type: none"> <li>• Racism and violence against African Americans; the Ku Klux Klan; disenfranchisement</li> <li>• Segregation and education; Brown versus Board of Education decision (1954); Little Rock (1957)</li> <li>• Economic and social discrimination; legacy of the Jim Crow laws; impact on individuals Protests and action</li> <li>• Non-violent protests; Montgomery bus boycott (1955–1956); Freedom Rides (1961); Freedom Summer (1964)</li> <li>• Legislative changes: Civil Rights Act (1964); Voting Rights Act</li> </ul>

	<p>(1965) The role and significance of key actors/groups</p> <ul style="list-style-type: none"> <li>• Key actors: Martin Luther King Jr; Malcolm X; Lyndon B Johnson</li> <li>• Key groups: National Association for the Advancement of Colored People (NAACP); Southern Christian Leadership Conference (SCLC) and Student Non-violent Coordinating Committee (SNCC); the Nation of Islam (Black Muslims)</li> </ul>
<p>Case study 2: Apartheid South Africa (1948–1964)</p>	<p>Nature and characteristics of discrimination</p> <ul style="list-style-type: none"> <li>• “Petty Apartheid” and “Grand Apartheid” legislation</li> <li>• Division and “classification”; segregation of populations and amenities; creation of townships/forced removals; segregation of education; Bantustan system; impact on individuals</li> <li>• Non-violent protests: bus boycotts; defiance campaign, Freedom Charter</li> <li>• Increasing violence: the Sharpeville massacre (1960) and the decision to adopt the armed struggle</li> <li>• Official response: the Rivonia trial (1963–1964) and the imprisonment of the ANC leadership</li> </ul> <p>The role and significance of key actors/groups</p> <ul style="list-style-type: none"> <li>• Key individuals: Nelson Mandela; Albert Luthuli</li> <li>• Key groups: the African National Congress (ANC); the South African Communist Party (SACP) and the MK (Umkhonto we Sizwe—“Spear of the Nation”)</li> </ul>

### World history topic 10: Authoritarian states (20th century) (Paper 2)

This topic focuses on exploring the conditions that facilitated the rise of authoritarian states in the 20<sup>th</sup> century, as well as the methods used by parties and leaders to take and maintain power. The topic explores the emergence, consolidation and maintenance of power, including the impact of the leaders’ policies, both domestic and foreign, upon the maintenance of power. Examination questions for this topic will expect students to make reference to specific authoritarian states in their responses, and some examination questions will require discussion of states from more than one region of the world. In order for students to be able to make meaningful comparisons across all aspects of the prescribed content, it is recommended that a minimum of three authoritarian states should be studied.

Topic	Prescribed content
Emergence of authoritarian states	<ul style="list-style-type: none"> <li>• Conditions in which authoritarian states emerged: economic factors; social division; impact of war; weakness of political system</li> <li>• Methods used to establish authoritarian states: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda</li> </ul>
Consolidation and maintenance of power	<ul style="list-style-type: none"> <li>• Use of legal methods; use of force; charismatic leadership; dissemination of propaganda</li> <li>• Nature, extent and treatment of opposition</li> <li>• The impact of the success and/or failure of foreign policy on the maintenance of power</li> </ul>
Aims and results of policies	<ul style="list-style-type: none"> <li>• Aims and impact of domestic economic, political, cultural and social policies</li> </ul>



	<ul style="list-style-type: none"> <li>• The impact of policies on women and minorities</li> <li>• Authoritarian control and the extent to which it was achieved</li> </ul>
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**Authoritarian States by Region:**

Europe: Germany—Hitler; Italy—Mussolini

The Americas: Argentina—Perón; Cuba—Castro

Asia and Oceania: China—Mao; Cambodia—Pol Pot

**World history topic 11: Causes and effects of 20th century wars (Paper 2)**

This topic focuses on the causes, practice and effects of war in the 20th century. The topic explores the causes of wars, as well as the way in which warfare was conducted, including types of war, the use of technology, and the impact these factors had upon the outcome. Examination questions for this topic will require students to make reference to specific 20th-century wars in their responses, and some examination questions will require discussion of wars from more than one region of the world. Please note that the suggested examples for this topic include “cross-regional” wars such as the First and Second World Wars. In examination questions that ask students to discuss examples of wars from different regions, students may use these wars in a regional context (for example, the Second World War in the Pacific) but may not then use the same war in a different region (for example, the Second World War in Europe) in the same response.

Topic	Prescribed Content
Causes of war	<ul style="list-style-type: none"> <li>• Economic, ideological, political, territorial and other causes</li> <li>• Short- and long-term causes</li> </ul>
Practices of war and their impact on the outcome	<ul style="list-style-type: none"> <li>• Types of war: civil wars; wars between states; guerrilla wars</li> <li>• Technological developments; theatres of war—air, land and sea</li> <li>• The extent of the mobilization of human and economic resources</li> <li>• The influence and/or involvement of foreign powers</li> </ul>
Effects of war	<ul style="list-style-type: none"> <li>• The successes and failures of peacemaking</li> <li>• Territorial changes</li> <li>• Political repercussions</li> <li>• Economic, social and demographic impact; changes in the role and status of women</li> </ul>

**Case Studies:**

The Americas: The Mexican Revolution (1910-1920)

Asia and Oceania: Chinese Civil War (1927–1937 and/or 1946–1949)

Cross-regional wars: First World War (1914–1918); Second World War (1939–1945)

**History of the Americas (Paper 3)**

**10: Slavery and the New World (1500–1800)**

This section focuses on slavery in the New World. It explores the origins of slavery in the Americas and the role of the colonial powers in the Atlantic slave trade. It explores the Middle

Passage, slave resistance and opposition to the slave trade in British North America, led by the Quakers. This study of slavery allows for a comparative approach across the Americas.

- Reasons for, and origins of, slavery
- Role of the colonial powers in the establishment and expansion of slavery; asiento system
- Economic and social impact of slavery
- Living and working conditions: the Middle Passage; social structures on plantations in the West Indies, Brazil and the southern colonies
- Slave resistance and slave rebellions
- Opposition to the slave trade and slavery: Quakers and other early abolitionists

### **13. The Second World War and the Americas (1933–1945)**

As the world order deteriorated in the late 1930s, resulting in the outbreak of war in Europe and Asia, the countries of the region reacted in different ways to the challenges presented. This section focuses on the changing policies of the countries in the region as a result of growing political and diplomatic tensions prior to, and during, the Second World War. It also examines the impact of the war upon the Americas.

- Hemispheric reactions to the events in Europe and Asia: inter-American diplomacy; cooperation and neutrality; Franklin D Roosevelt's Good Neighbor policy—its application and effects
- Involvement and participation of any two countries of the Americas in the Second World War (Canada and the US)
- Social impact of the Second World War; impact on women and minorities; conscription
- Treatment of Japanese Americans, Japanese Latin Americans and Japanese Canadians
- Reasons for, and significance of, US use of atomic weapons against Japan
- Economic and diplomatic effects of the Second World War in any two countries of the Americas (Canada and the US)

### **17: Civil rights and social movements in the Americas post-1945**

This section examines the origins, nature, challenges and achievements of civil rights and social movements after 1945. Causes of some of these movements may be pre-1945. These movements represented the attempts to achieve equality for groups that were not recognized or accepted as full members of society, and they challenged established authority and attitudes.

- Indigenous peoples and civil rights in the Americas
- African Americans and the civil rights movement: origins, tactics and organizations; the US Supreme Court and legal challenges to segregation in education; ending of segregation in the south (1955–1980)
- Role of Dr Martin Luther King Jr in the civil rights movement; the rise of radical African American activism (1965–1968): Black Panthers; Black Power and Malcolm X; role of governments in civil rights movements in the Americas
- Feminist movements in the Americas; reasons for emergence; impact and significance
- Hispanic American movement in the United States; Cesar Chavez; immigration reform
- Youth culture and protests of the 1960s and 1970s: characteristics and manifestation of a counter-culture

**XII. IA Checkpoint dates and final IA Deadlines**

IA Checkpoints this year **for seniors** is October and then February. Final submission will be at the end February.

**XIII. Sample exam questions - FOR EACH PAPER**

**Topic 1 Causes, practices and effects of wars**

1. To what extent did ideology contribute to the outbreak and expansion of the Second World War up to 1941?
2. Evaluate the causes and immediate results of the Nicaraguan Revolution (1976–1979).
3. "20th century wars had a significant impact on the role and status of women." Discuss with reference to two wars.
4. To what extent did economic issues contribute to the outbreak of two 20th century civil wars?
5. Evaluate the importance of tactics and strategies to the outcome of the Falklands/Malvinas War (1982).
6. With reference to two examples, each from a different region, examine the contribution of resistance movements to the outcome of war.

**Topic 3 Origins and development of authoritarian and single-party states**

1. To what extent did the weakness of his opponents contribute to the rise to power of either Mao or Stalin?
2. Examine the importance of ideology in the rise to power of two authoritarian/single-party leaders, each from a different region.
3. With reference to two authoritarian/single-party states, to what extent did successful domestic policies help to combat internal opposition?
4. To what extent did the use of legal methods contribute to the establishment of Hitler's rule from January 1933?
5. Evaluate the social and economic policies of Nyerere.
6. "Authoritarian/single-party leaders usually failed to achieve total control over religious groups." Discuss with reference to two authoritarian/single-party leaders.

**Slavery and the New World (1500–1800)**

1. Evaluate the reasons as to why any one colonial power got involved in the slave trade
2. Discuss the role of any two colonial powers in the development of the transatlantic slave trade
3. Compare and contrast the role of any two colonial powers in the development of the slave trade

**The Second World War and the Americas 1933–1945**

1. Examine the social impact of the Second World War on minorities in one country in the Americas up to 1945.
2. "The economic and diplomatic effects of the Second World War were of limited significance." Discuss with reference to one country in the Americas up to 1945.

## **Civil rights and social movements in the Americas post-1945**

Will have in class examples

### **XIV. Stony Point Academic Honesty Policy:**

#### **Academic dishonesty can be defined using the following terms:**

**Malpractice:** Gaining an unfair advantage in a class or homework assignment. Malpractice includes offenses such as

receiving unauthorized help from friends, parents, tutors or siblings on what should be an individual assignment.

**Collusion:** Assisting someone to cheat. Collusion includes offenses such as allowing one's work to be copied or handed in by another student.

**Plagiarism:** The act of presenting another's words and ideas as one's own without crediting the source - this includes the internet. This also includes paraphrasing material or an original idea without properly acknowledging the source.

**Copying:** Taking work of another student, with or without his or her knowledge and submitting it as one's own.

**Exam cheating:** Communicating with another candidate in an exam, bringing unauthorized material into an exam room, or consulting such material during an exam in order to gain an unfair advantage.

**Duplication:** Submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.

**Falsifying data:** Creating or altering data which have not been collected in an appropriate way. Falsifying documents and/or signatures will be treated as academic dishonesty.

#### **Any student guilty of academic dishonesty will face the following consequences:**

The teacher will contact parents or guardians and submit a referral form to the grade-level principal. The referral remains in the student's file.

#### **Any student guilty of academic dishonesty will face the following consequences:**

1. The teacher notifies parents or guardians and the student's OTHER teachers.
2. The teacher completes a referral form and turns it into the grade-level principal.
3. The record remains in the student's file.

AND

The student receives a grade of "0" on the assignment and loses the right to make it up for credit; OR is granted the opportunity to complete an alternative assignment; OR the student receives a grade based on an appropriate portion of the assignment.

#### **Additional consequences that may be assessed:**

The student may be denied membership or be declared ineligible for organization activities, put on probation, or expelled from student organizations requiring an Honor Code (such as the International Baccalaureate Diploma Programme, National Honor Society, Student Council, as well as student leadership positions).

Actions that involve collusion and/or theft of tests or teaching materials may result in suspension or other disciplinary actions to be determined by the building principal.

A pattern of cheating behavior may result in suspension or assignment to the RROC.

**Classroom Behavioral Expectations:**

1) Be on time and prepared for class.

a. The content of this course is too large to be fully covered in class—if you don't do your part by reading or watching links sent to you via Remind 101, you will not be prepared to engage fully in the next class.

2) Be respectful and kind to ALL – that includes the use of appropriate language, tone, and expression. We cover many topics that are sensitive in nature. Being respectful of everyone's opinions is a vital skill needed to practice being open minded.

4) The bell does not dismiss you. Before leaving, you will need to make sure that all supplies have been put away and cleaned up everything off the floor.

**XV. Writing an Extended Essay in HOA**

History is one of the most popular subject choices for DP students' extended essays. The research skills developed by completing an extended essay in history benefit students not only in their history course and other DP subjects, but are also excellent preparation for study beyond the DP. Examples of topics for extended essays recently submitted in history include the following.

- To what extent was the American Phoenix Programme a failure in Vietnam between 1965 and 1972?
- How important a factor was topography in the Northern victory at the Battle of Gettysburg?
- How significant was the contribution of urban resistance to the success of the Cuban Revolution?

Students wishing to complete an extended essay in History should choose an EE supervisor from the SPHS History department.

**XVI. Classroom Policy & Procedure**

All late work will count for no more than a 70%. Late is one hour or one day, it makes no difference. Late work will only be accepted for 10 calendar days after the original due date. In the case of makeup work, you have that time missed added to the due date to complete the assignments. In the event that you fail a major assessment (Multiple Choice Test/Quiz) you will be given the opportunity to retake an alternate version of the exam. You will be able to retake the assessment for up to a 70% within 10 calendar days of when the failing grade posted in the gradebook.

All dress code, technology, tardy, and all behavioral policies of SPHS will be enforced. Please be on time and ready to work and learn.