



SSIS Scope and Sequence

Grade 11 – IBDP SL / HL History



Overview

- Averaging 19 weeks per semester (38 weeks per year)
- End of semester varies dependent upon Chinese New Year – Units may need to be moved accordingly

month week	Aug	September					October				November				December			January		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
SEMESTER 1	What is history?	<p style="font-size: 1.5em; margin: 0;">Paper 2</p> <p style="font-size: 1.2em; margin: 0;">The Origins and Development of Authoritarian and Single Party States</p>																		

month week	February			March				April				May				June		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
SEMESTER 2	<p style="font-size: 1.5em; margin: 0;">Paper 2</p> <p style="font-size: 1.2em; margin: 0;">The Cold War</p>																	Internal Assessment

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Unit of Work	SSIS OILs	IB Framework	Unit Skills, Content or Knowledge	Common Assessments
<p>What is history?</p>	<p>13</p>	<p style="text-align: center;">ToK</p> <p>This unit responds to the questions in ToK</p>	<p>Students discuss the question ‘What is history?’</p> <p>History and the theory of knowledge (Activity 1)</p> <ul style="list-style-type: none"> • Why study history? • Is knowledge of the past ever certain? • Does the study of history widen our knowledge of human nature? • Can history help in understanding the present or predicting the future? • To what extent does emotion play a role in an historian’s analysis? Is (historical) objectivity possible? • Why do accounts of the same historical events differ? Whose history do we study? • What determines how historians select evidence and describe/interpret or analyze events? • What problems are posed for the study of history by changes in language and culture over time? • Can history be considered in any sense “scientific”? <p style="text-align: right;"><i>Questions from DP History Guide, 2010, pg. 14</i></p> <p>Activity 2: Aim:</p> <ul style="list-style-type: none"> • To understand the difference between history and historiography • To understand the nature of and problems posed by historical facts • Appreciate the roles of bias and selection on the historical process 	<p style="text-align: center;">Class presentation on their findings</p>

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<p>The Origins and Development of Authoritarian and Single Party States</p>	<p>1, 2,3, 4,5,6, 7, 8, 9,10, 11,12, 13</p>	<p>ToK:</p> <p>The media is the message – use of propaganda</p> <p>Integrating ways of knowing – emotion and reason</p> <p>Integrating areas of knowledge – human sciences and ethics</p>	<p>Topic 3:</p> <p>The Origins and Development of authoritarian and single-party states:</p> <p><i>The 20th century produced many authoritarian and single-party states. The origins, ideology, form of government, organization, nature and impact of these regimes should be studied.</i></p> <p>What are the origins and nature of authoritarian and single-party states?</p> <ul style="list-style-type: none"> • Conditions that produced authoritarian and single-party - states • Emergence of leaders: aims, ideology, support • Totalitarianism: the aim and the extent to which it was achieved <p>Establishment of authoritarian and single-party states</p> <ul style="list-style-type: none"> • Methods: force, legal • Form of government, (left- and right-wing) ideology • Nature, extent and treatment of opposition <p>Domestic policies and impact</p> <ul style="list-style-type: none"> • Structure and organization of government and administration • Political, economic, social and religious policies • Role of education, the arts, the media, propaganda • Status of women, treatment of religious groups and minorities <p>Case Studies:</p> <p>Hitler / Stalin / Mao</p>	<p>Essay based:</p> <p>This paper is assessed through students’ essay writing skills. They will complete essays after each unit is complete. T</p> <p>Essay questions will be taken from IBDP past papers May and November.</p> <p>Essays should take no more than 50 minutes including a plan.</p>
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<p>The Cold War</p>	<p>1, 2,3, 4,5,6, 7, 8, 9,10, 11,12, 13</p>		<p>Topic 5: The Cold War <i>This topic addresses East–West relations from 1945. It aims to promote an international perspective and understanding of the origins, course and effects of the Cold War—a conflict that dominated global affairs from the end of the Second World War to the early 1990s. It includes superpower rivalry and events in all areas affected by Cold War politics such as spheres of interest, wars (proxy), alliances and interference in developing countries.</i></p> <p>Origins of the Cold War:</p> <ul style="list-style-type: none"> • Ideological differences • Mutual suspicion and fear • From wartime allies to post-war enemies <p>Nature of the Cold War:</p> <ul style="list-style-type: none"> • Ideological opposition • Superpowers and spheres of influence • Alliances and diplomacy in the Cold War <p>Development and impact of the Cold War:</p> <ul style="list-style-type: none"> • Global spread of the Cold War from its European origins • Cold War policies of containment, brinkmanship, peaceful coexistence, détente • Role of the United Nations and the Non-Aligned Movement • Role and significance of leaders • Arms race, proliferation and limitation • Social, cultural and economic impact <p>End of the Cold War:</p> <ul style="list-style-type: none"> • Break-up of Soviet Union: internal problems and external pressures • Breakdown of Soviet control over Central and Eastern Europe 	<p>Essay based:</p> <p>This paper is assessed through students' essay writing skills. They will complete essays after each unit is complete. T</p> <p>Essay questions will be taken from IBDP past papers May and November.</p> <p>Essays should take no more than 50 minutes including a plan.</p>
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