High School - Individuals and Societies / History  
Middle Years Programme / IB Diploma Programme

Introduction

The individuals and societies (IAS) curriculum at INTL is concept-based, rigorous, and engaging. It challenges students to become knowledgeable and think critically about the biggest issues and ideas of the past and present. The modular program of humanities, world history, the history of the Americas, and the history of the United States is designed to foster personal knowledge and inquiry alongside a broad awareness and understanding of competing global interpretations and perspectives.

Middle Years Programme

Grade 9 - World History

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<th>Major Unit</th>
<th>Statement of Inquiry</th>
<th>Topics / Content</th>
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| Russia: From tsar to revolution, 1894-1924           | Change is caused through long-term developments in space and time, and their relationship with pivotal short-term turning points. | ● The decline and fall of the Romanov Dynasty; the rise of the Bolsheviks and communism.  
● The February and October revolutions in Russia in 1917  
● The consequences of the Russian Revolution and the Russian Civil War to 1924. |
● The Manchurian Incident, 1931  
● The Second-Sino Japanese War, 1937-1941  
● Japan and the USA, 1938-1941  
● Debate motion and essay question: ‘The dropping of the atomic bombs was justified.’ How far do you agree with this statement? |
| Thematic history: Medicine through time.             | Human ingenuity leads to progress.                                                 | ● Knowledge and beliefs about anatomy and the causes of disease from Ancient to Modern Civilization.  
● Knowledge and methods of preventing and treating illness and injury from Ancient to Modern Civilization. |
● The role of Gandhi, the Indian National Congress, Jinnah, and the Muslim League. |
| Film & History: Depicting human wrongs                | Critical literacy of perspectives behind artistic aesthetics and form is essential to understanding the past as depicted in film. | ● The Holocaust, 1942-1945, and The Pianist.                
● The Cambodian Genocide, 1975-1979 and First They Killed My Father.  
● The Rwandan Genocide, 1994, and Hotel Rwanda. |
Grade 10 - U.S. History

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| Revolutionary America, 1760-1800 | Revolution develops as a result of a lack of fairness in a system. | ● Causes of the American Revolution  
● Civics of US Constitution  
● Analysis of Hamilton the Musical |
| The United States Civil War, c.1854-1865 | Civilizations, cultures, and communities change through a process of conflict. | ● Causes of the American Civil War.  
● Course and consequences of the American Civil War. |
| The Other in the USA, 1865-1919 | Systems produce inequality and otherness that require a struggle to overcome. | ● Black Americans and Jim Crow  
● Native Americans and westwards expansion  
● Women and the suffrage movement  
● Immigrants and exclusion  
● Socialists and the red scare |
| Boom, Bust & War in the USA, 1919-1945 | The sustainability of economic development is linked with global conflict through time, place, and space. | ● The Roaring 1920s  
● The Great Depression in the 1930s  
● The Second World War and the USA. |

IB Diploma Programme

Students select either higher level (HL) or standard level (SL) history. HL and SL students study world history options for an exam paper one (source analysis), an exam paper two (essay writing), and the internal assessment (IA). HL students also study the history of the Americas options for an exam paper three (essay writing).

Grade 11 - World History & History of the Americas

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| Authoritarian states: Nazi Germany, 1918-1945 | SL/HL | ● Emergence of authoritarian states: Nazi Germany  
● Consolidation and maintenance of power in Nazi Germany, 1933-1945  
● Aims and results of policies in Nazi Germany, 1933-1945  
● Authoritarian control and the extent to which it was achieved. |
● Protests and action against Apartheid in South Africa  
● The role and significance of key actors/groups in the struggle against apartheid. |
● Kennedy and the New Frontier; Johnson and the Great Society.  
● Nixon’s domestic policies; Watergate and possible impeachment; Ford’s domestic policies and pardon of Nixon; Carter’s domestic policies; changes and internal conflicts within the Democratic and Republican parties in the 1960s and 1970s, and the impact on elections. |
| The Cold War: Superpower tensions and rivalries, 1943-1991 | HL/SL | ● Rivalry, mistrust, and accord in the origins, development, and end of the Cold War: the USA, the USSR, and China.  
● Leaders and Nations during the Cold War: Germany, Vietnam, US, China.  
● Cold War crises: Berlin, Guatemala, Berlin, Cuba, Afghanistan |
● The Korean War and the United States and the Americas  
● Eisenhower and Dulles: New Look policy and The Americas  
● The Vietnam War and the United States and The Americas.  
● United States’ foreign policies from Kennedy to Carter  
● Social and cultural impact of the Cold War on the United States. |
| Political developments and the Cold War in Canada, 1945-1982 | HL | • Political Developments in Canada, 1945-1982: St Laurent; Diefenbaker; Pearson; Trudeau.  
• Political Developments in Quebec: Quiet Revolution; Quebec nationalism  
• Cold War in Canada, 1945-1982: foreign policies and impact at home. |

**Grade 12 - World History & History of the Americas**

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| Internal assessment: historical investigation | SL/HL | • Students at both SL and HL are required to complete a historical investigation into a topic of their choice.  
• The historical investigation is made of up three sections, identification and evaluation of sources, an investigation essay, and a TOK-style reflection.  
• The IA is marked out of 25 marks with weighting: 25% SL, 20% HL. |
• Protests and action against segregation and discrimination in the US.  
• The role and significance of key actors/groups in the struggle against segregation and discrimination in the US. |
| Civil rights and social movements in the Americas. | HL | • Indigenous peoples and civil rights in the US and Canada  
• Feminist movements in the US and Canada  
• African Americans and the civil rights movement in the US.  
• Hispanic American movement in the United States  
• Youth culture and protests of the 1960s and 1970s. |
| Authoritarian states: communist China, 1934-1976 | SL/HL | • Emergence of authoritarian states: communist China  
• Consolidation and maintenance of power in communist China  
• Aims and results of policies in communist China  
• Authoritarian control and the extent to which it was achieved. |
| Historical perspectives & revision | SL/HL | • Historiographical review.  
• Revision for IB Diploma examinations. |

IB Diploma history syllabus can be found [here](#).  

Detailed scope and sequences for each grade might vary. Teachers are encouraged to incorporate current events into the curriculum and adapt their statement of inquiry-based on classroom discussions.