



COLEGIO SAN AGUSTÍN
CICLO LECTIVO 2018
ÁREA: Sociales

PROFESOR: Julieta Martin Grondona

CURSO: 2nd Year
DIVISIÓN: A, B y C

HISTORY –YEARLY PLAN 2018

The importance of History.

History TRIGGERS pupils' curiosity and imagination, moving and inspiring them through the dilemmas, choices and beliefs of people in the past. It helps pupils develop their own identities through an understanding of history at national and international levels. It helps them ask and answer questions of the present times by engaging with the past. Pupils find out about the history of their community, Argentina, Latin America, and the world. They develop a chronological overview that enables them to make connections within and across different periods and societies. As they develop their understanding of the nature of historical study, pupils ask and answer important questions, evaluate evidence, identify and analyze different interpretations of the past, and learn to justify arguments and judgements they make. They appreciate why they are learning what they are learning and can debate its significance. History prepares pupils for the future, providing them with the knowledge and skills that are important in adult life, enhancing employability and developing an ability to take part in a democratic society. It encourages mutual understanding of the historic origins of our ethnic and cultural diversity, and helps pupils become confident and inquisitive individuals.

GENERAL OBJECTIVES OF THE SUBJECT

- To locate geographically and temporarily the most relevant facts.
- To identify changes and permanence through History.
- To consider the importance of political, social, economic and cultural factors.
- To establish the causes and consequences of the processes.
- To compare synchronic facts and processes.
- To analyze the past with empathy.

GENERAL SKILLS

- To understand the main concepts studied in each process.
- To relate concepts studied in different units.
- To be able to explain concepts (written and orally).
- To get more freedom in the process of learning.
- To plan and organize their studies.
- To recognize concepts seen in other subjects as part of the same scientific knowledge.
- To coordinate and develop teamwork.
- To apply technics and IT tools to the learning process.

CONTENTS

How do we study History?

- How do historians deal with History? The process of historical study: Problem, Hypothesis, Research, Analysis and Conclusion.
- What is change? The idea of change in the study of history. Is change important for studying the past?

I The Inca Create a Mountain Empire

- Incas: Social, political and economic organization. Religion. Art, Science and Knowledge of the world.
- Warfare.

II Europe conquers America and Colonialism arises

- Europeans Explore the East: What was the encounter between Pre-Columbian societies and the Spanish like?
- Spain Builds an American Empire: How did the Spanish gain and control over America?
- The Columbian Exchange and Global Trade
- Which aspects of Pre-Columbian America remained in the colonial society?

III-European Absolutism: The most powerful monarchs

- European Absolutism: Which changes accompanied the consolidation of the nation states? Changes in agriculture, industry and trade. Society in the 17th century.

England: Elizabethian Age

France: Who was Louis XIV?

Prussia: Who was Frederick II?

Austria: Who was Mary Theresa and Francis Joseph II?

Russia: Who was Peter the Great and Katherine the Great?

Spain: Who was Charles III?

IV- Seventeenth Century's Revolutions

- Parliament Limits the English Monarchy (Constitutionalism)
- The Scientific Revolution

V- Eighteenth Century's Revolutions

- The Enlightenment in Europe
- The Industrial Revolution:
 - What is a revolution?
 - What is industry?
 - How did the Industrial Revolution affect society?
 - How was the Industrial Revolution reflected on literature?
 - Why did labourers protest?
 - Which were the effects of the Industrial Revolution in the long term?
- The American Revolution
- The French Revolution:
 - Why did the French Revolution happen in France in 1789?
 - Which were the different stages of the revolution?

LEARNING METHODS AND TEACHING STRATEGIES

- Source analysis.
- Reading/analysing texts.
- Group work to build knowledge, individual written work.
- Specific activities on drawing concepts, role playing, moving around and essay writing.

ASSESSMENT AND PROMOTION

- Students will be tested using written exams and special tasks for the 40%. Their folders and oral participation will be considered for the 20%.

Yearly Plan:

NÚCLEO I: April

NÚCLEO II: May

NÚCLEO III: June/ July and August

NÚCLEO IV: September

NÚCLEO V: October and November

MAIN BOOK

- "Ancient World History" McDougal Littell Editor. Some of the authors are Jerry Bentley (Hawaii University), Steve Gosch (Wisconsin University), Richard Saller (Chicago University), Patrick Manning (Boston University).
- Manual Santillana
- www.schoolhistory.co.uk
- <http://www.fordham.edu/halsall/mod/modsbook.html>
- DEAKIN, Q. Expansion, war and rebellion: Europe 1598-1661.2000 CUP. Cambridge
- JONES, M. Clash of Empires: Europe 1498-1560.2000 CUP. Cambridge

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