

IB DP History Pacing Guide (2025–2026)

Designed for HL Year 1 and Year 2 (DP1 & DP2)

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How to Use This Guide:

This pacing guide provides a structured and adaptive roadmap for IB DP history educators. It is designed for both DP1 and DP2 HL courses and aligns historical content with key skills, Theory of Knowledge (TOK) links, Creativity-Activity-Service (CAS) suggestions, and assessment timing. The guide supports backward design, inquiry-based learning, and interdisciplinary collaboration.

Each section includes: Date, Topic, Learning Objective, C3 Framework Dimension, Inquiry Question, TOK Integration, CAS Ideas, and Notes. Major assessments are summarized in the final section.

DP HL History Pacing Guide 2025–2026

DP1 HL History

2025–2026 Grade 11 history class schedule:												
Week	Date	Paper	Topic	Lesson	Learning Objective	C3 Framework Dimension	Inquiry question	TOK	CAS	Lost days	Proposed assessment	Notes
1	Aug 24-28	Week Zero, Admins asks for no lessons										
2	Aug 31–Sept 4	Prescribed Subject 4: Rights and Protest (Paper 1)	Case Study 2: South Africa	Introduction to IB History / Source analysis skills	Through source inquiry, students will develop the ability to evaluate the reliability, purpose, and perspective of historical sources in the context of apartheid.	D1.1, D1.5, D2.His.9, D2.His.11	How can historians evaluate the value and limitations of a source for understanding apartheid?	What counts as a fact in history? (Scope)	Digital exhibit (Creativity); peer-led source analysis workshops (Service); historical walking tour (Activity)			
3	Sept 7–11			Grand and Petty Apartheid; Classification laws; Townships; Bantustans	Through document analysis and map interpretation, students will inquire into the motives behind apartheid legislation and the intended function of the Bantustan system.	D2.His.1, D2.His.2, D2.His.4	What were the reasons for establishing the Bantustan system, and how was it implemented?	Is knowledge about the past different from other kinds of knowledge? (Scope)	Create annotated maps (Creativity); lead peer discussion groups (Service); simulate the spatial layout of Bantustans (Activity)		Sept 10 - Formative Source Evaluation Task	Analyze textual and visual sources on apartheid using OPVL; early check of document analysis skills.
4	Sept 14–18			Bantu Education; Social	By examining testimonies	D2.His.3, D2.His.5, D2.His.6	To what extent did education	Should we judge people and	Produce a creative student			

				and personal impact	and education acts, students will explore how state-controlled education shaped the lives and opportunities of South African youth under apartheid.		reinforce apartheid and shape individual experience in South Africa?	actions in the past by the standards of today? (Ethics)	diary from apartheid-era schools (Creativity); support local education equity projects (Service); participate in a community silent reading (Activity)			
5	Sept 21-25			Protests: Bus boycotts, Defiance Campaign, Freedom Charter	Through engagement with primary accounts and protest literature, students will investigate how diverse resistance movements emerged and coordinated under apartheid.	D2.His.7, D2.His.8, D2.His.14	What forms of protest emerged in the 1950s and how united were their participants?	How can the existence of different historical perspectives be beneficial to historical knowledge? (Perspectives)	Design protest posters or zines (Creativity); simulate protest negotiations (Activity); coordinate peer panels on protest ethics (Service)	Sept 23 is a half-day for staff training.		
6	Sept 28 - 2 Oct			Sharpeville Massacre, Shift to armed struggle; Rivonia Trial & Key figures: Mandela and Luthuli	By analyzing political speeches and court records, students will interpret the shift from non-violent to armed resistance and evaluate leadership during this	D2.His.15, D3.3, D3.4	Why did the ANC adopt violent resistance, and how significant was Mandela's leadership during this period?	Is it unfair to judge people and actions in the past by the standards of today? (Ethics)	Produce a podcast on the legacy of the Rivonia Trial (Creativity); hold peer debates on resistance ethics (Service); stage a historical		Oct 1 - Mini-Essay – Causes of Resistance	Paragraph-length comparative response on South African protest movements (Defiance Campaign vs.

					transformation.				courtroom reenactment (Activity)			Freedom Charter).
7	Oct 4-9		Case Study 1: USA	Racism, KKK, Disenfranchisement, Jim Crow, Brown v. Board (1954)	Through case study inquiry, students will investigate how Brown v. Board (1954) legally challenged segregation and explore reactions from different levels of government and society.	D2.His.1, D2.His.10, D2.His.16	Why was Brown v. Board (1954) a disappointment for some civil rights leaders despite its legal success?	Are historians' accounts necessarily subjective? (Perspectives)	Create dramatized scripts of Brown court scenes (Creativity); educate younger students on Brown (Service); create campus awareness booths (Activity)	This is Photo week and it will interrupt lessons, randomly, throughout the week.		
8	Oct 12-16			Little Rock (1957); Education and Segregation; Social and economic impacts	Through primary source analysis and contextual evaluation, students will explore how federal-state dynamics influenced the pace and impact of desegregation.	D2.His.12, D2.His.13, D3.1, D3.2	How did southern resistance shape the federal enforcement of school desegregation?	Can the historian be free of bias in the selection and interpretation of material? (Perspectives)	Design interactive timelines of Little Rock events (Creativity); participate in civil rights archive sorting (Service); join or create a desegregation reenactment (Activity)		Oct 15 - Timed Response – Rivonia Trial Analysis	Concise paragraph using speech evidence (Mandela, Luthuli) to explain shift to armed resistance.

9	Oct 19-23			Montgomery Bus Boycott; Freedom Rides; Freedom Summer	Through inquiry into non-violent protest and mass action, students will explore how community-led activism catalyzed national attention and legislative change.	D2.His.14, D4.1, D4.2	Did the Montgomery Bus Boycott represent a turning point in civil rights protest?	What methods do historians use to gain knowledge? (Methods and Tools)	Choreograph a street theatre piece (Creativity); facilitate workshops on non-violence (Service); join local awareness marches (Activity)	Oct. 22-23, PK-12 3-Way Conferences are virtual days online.		
10	Oct 26-30	Fall break										
11	Nov 2-6			Civil Rights Act (1964); Voting Rights Act (1965)	Through critical comparison of key laws, students will investigate how civil rights legislation influenced voter access, systemic reform, and social inclusion.	D4.3, D4.4, D4.5	What role did federal legislation play in securing African American voting rights?	Do historians have a moral responsibility to try to ensure that history is not misused and distorted by people for their own ends? (Ethics)	Write a mini-documentary on legislative change (Creativity); support voting access campaigns (Service); host civic registration drives (Activity)	Nov. 6 is HS Sports Day. No classes conducted	Nov 5 - Paper 1 Practice – Civil Rights USA	Full 4-source analysis (Brown v. Board + Little Rock); integration of multiple source types.
12	Nov 9-13			Key Figures: MLK, Malcolm X, LBJ / Groups: NAACP, SNCC, Nation of Islam & 4-Source Paper 1 mock exam and feedback	By analyzing speeches, media, and organizational strategies, students will inquire into how contrasting philosophies shaped the outcomes of the civil	D1.2, D1.3, D1.4, D4.1	How effective were non-violent strategies and radical alternatives in shaping the civil rights movement?	How can we gauge the extent to which history is being told from a cultural or national perspective? (Perspectives)	Create a joint podcast series on civil rights strategy (Creativity); organize peer mock debates (Service); moderate speech			

					rights movement.				reenactments (Activity)			
13	Nov 16-20			Key Figures: MLK, Malcolm X, LBJ / Groups: NAACP, SNCC, Nation of Islam & 4-Source Paper 1 mock exam and feedback	By analyzing speeches, media, and organizational strategies, students will inquire into how contrasting philosophies shaped the outcomes of the civil rights movement.	D1.2, D1.3, D1.4, D4.1	How effective were non-violent strategies and radical alternatives in shaping the civil rights movement?	How can we gauge the extent to which history is being told from a cultural or national perspective? (Perspectives)	Create a joint podcast series on civil rights strategy (Creativity); organize peer mock debates (Service); moderate speech reenactments (Activity)	Nov. 20 is EC Sports Day. Classes will be online	Nov 19 - Civil Rights Comparative Essay – MLK vs. Malcolm X	Two-paragraph evaluation comparing methods and outcomes of two major figures.
14	Nov 23-27	HL Option 2	Topic 17: Civil Rights & Social Movements in the Americas	Overview of post-1945 civil rights movements; Themes & essay structure	Through comparative inquiry, students will identify common civil rights themes across the Americas and contextualize their emergence post-1945.	D1.1, D2.His.3, D2.His.7	What were the key civil rights challenges faced by marginalized groups across the Americas after 1945?	Is all knowledge in some sense historical knowledge? (Scope)	Create a class infographic timeline of social movements (Creativity); collaborate with international rights organizations online (Service); group reflective walks or tours to monuments (Activity)			
15	Nov 30-Dec 4	Review								Dec. 4 is World Arabic Language Day. All classes will be disrupted.		

16	Dec 7 - 11	Midterm Assessments									Midterm Exam	Full Paper 1-style assessment on Rights and Protest; includes Cold War crossover sources for extended skills application.
17	Dec 14-18	Midterm Assessments								Dec 18 is early release. Exams will be interrupted	Midterm Exam	Full Paper 1-style assessment on Rights and Protest; includes Cold War crossover sources for extended skills application.
18	Dec 21-25	Winter Break										
19	Dec 28-Jan 1	Winter Break										
20	Jan 4 - 8			African Americans: tactics, legal challenges,	Through evaluation of advocacy campaigns and court	D2.His.9, D2.His.10 , D3.4	How successful were civil rights organization	On what criteria can a historian evaluate the reliability of	Create legal infographics on key rulings (Creativity)			

				ending segregation	decisions, students will explore how civil rights organizations navigated legal systems to achieve reform.		s and the courts in ending segregation in the US South?	their sources? (Methods and Tools)	; roleplay oral arguments (Activity); create social media awareness pages (Service)			
21	Jan 11-15			MLK, Black Power, Black Panthers, Malcolm X, government responses	Through investigative inquiry into speeches and policy responses, students will compare the tactics of MLK and the Black Power movement and evaluate how governments responded.	D2.His.6, D2.His.17, D4.1	Was Dr. King more effective than the Black Power movement in advancing African-American civil rights?	Is empathy more important in history than in other areas of knowledge? (Perspectives)	Perform dramatic readings of key speeches (Creativity); lead campus forums (Service); join community dialogue events (Activity)	MAP testing for grades 9-11. Expect repeating class disruptions		
22	Jan 18-22			Indigenous Peoples: US Native Americans, Canadian First Nations	By analyzing legal documents and activist testimony, students will explore the achievements and limitations of Indigenous civil rights progress in the Americas.	D2.His.5, D4.6, D4.7	Did indigenous peoples achieve meaningful civil rights progress after 1945?	Are some voices in history silenced more than others? (Perspectives)	Write or illustrate myths based on indigenous oral histories (Creativity); support Indigenous rights awareness campaigns (Service); walk an ancestral trail or path (Activity)	Jan 21-22 are online Parent-student conferences. January 22 will also be a half day	Jan 20 - Comparative Protest Movement Essay	Evaluate similarities and differences between USA Civil Rights and Canadian Indigenous Rights.

23	Jan 25-29			Feminist movements in USA, Canada, Latin America (thematic approach)	Through the study of feminist platforms and regional development s, students will evaluate how second-wave feminism reshaped laws, values, and gender roles across the Americas.	D4.3, D4.5, D4.8	What impact did feminist movements have on gender equality across the Americas?	Should terms like "hero" or "oppression" be used in history, or should value judgments be avoided? (Ethics)	Zine creation (Creativity) ; collaborate with women's shelters or NGOs (Service); organize an awareness walk or talk (Activity)			
24	Feb 1-5			Hispanic Americans, Cesar Chavez, Immigration reform	Through inquiry into Cesar Chavez's activism and U.S. immigration legislation, students will evaluate how Hispanic Americans pursued equity through legal and grassroots action.	D2.His.8, D3.2, D4.2	How far did Cesar Chavez and U.S. immigration reform advance Hispanic civil rights?	Do historians have an ethical obligation not to ignore contradictory evidence? (Ethics)	Documentary shorts on Chavez's life (Creativity) ; local civic partnership with migrant centers (Service); simulate a workers' rights campaign (Activity)		Feb 4 - Annotated Source Analysis (IA Practice)	OPVL + perspective annotation for two primary sources; IA skill-building for future research.
25	Feb 8-12 Feb 18-Mar 11			Youth culture and protest movements of the 1960s-70s in USA, Canada, and Latin America	By exploring countercultural media, protest records, and state reactions, students will analyze the roots,	D1.4, D2.His.2, D2.His.15	What were the causes and effects of youth protest movements in the Americas during the	Are we more prone to particular cognitive biases (such as hindsight bias) in history? (Perspectives)	Recreate a student protest pamphlet (Creativity) ; lead a digital youth history archive			

	(every other day, excluding Feb 24-26)				expression, and legacy of youth activism in the 1960s-70s.		1960s and 70s?		(Service); participate in a themed flash mob or rally (Activity)			
26	Feb 15-19	Ramadan begins Feb 18. Classes are seen every other day. 9am to 1:30 school days		Paper 3 essay writing workshop; Timed writing Paper 1 and Paper 3 review and feedback	Through comparative essay writing, students will refine their ability to evaluate historical perspectives and construct well-supported analytical arguments aligned to Paper 3 demands.	D4.1, D4.2	How can historians use comparative case studies to develop well-evidenced historical arguments?	Is truth the goal of all historical inquiry? (Scope)	Lead peer essay review circles (Service); co-author annotated case comparisons (Creativity); hold academic writing bootcamp (Activity)	Feb 16. Half day and National/Liberations Day Celebration. No learning will happen. Feb 18 - Ramadan begins 9am to 1:30 school days. Classes are seen every other day.	Feb 15 - Timed Paper 3 Essay Practice	Comparative writing under timed conditions (e.g., Indigenus movements vs. African American civil rights).
27	Feb 22-26			Paper 1 timed source practice; Paper 3 comparative essay final draft	Through independent timed writing and final revision, students will demonstrate proficiency in document analysis and comparative essay structure aligned to IB criteria.	D2.His.16, D2.His.17	How can historical skills like source analysis and comparative evaluation be demonstrated under exam conditions?	What is unique about the methodology of history compared to other areas of knowledge? (Methods and Tools)	Publish student sample essays (Creativity); mentor students in document analysis (Service); simulate timed exams in small groups (Activity)			
28	Mar 1-5			IA Research Question development, historiography	Through guided inquiry and peer	D1.1, D1.5, D3.1, D3.2	What makes a historical question focused,	How do historians decide which				

				review, and source evaluation	collaboration , students will formulate historically focused, manageable IA questions and evaluate primary and secondary sources for value and limitations.		relevant, and researchable ?	sources are most useful for investigating a historical claim? (Methods and Tools)				
29	Mar 8-12	World History	Topic 10: Authoritarian States (Castro and Hitler taught comparatively and thematically)	Conditions for emergence: Germany and Cuba	Through case study comparisons and contextual exploration, students will investigate how political, economic, and social crises contributed to the emergence of authoritarian states.	D2.His.1, D2.His.15	What conditions allow authoritarian leaders like Hitler and Castro to rise to power?	Is certainty about the past more difficult to attain than certainty about the present or the future? (Scope)				
30	Mar 15-19	Spring Break and Eid Al Fitr										
31	Mar 22-26			Methods of establishing power: propaganda, coercion, ideology	By analyzing speeches, visual sources, and party documents, students will evaluate the tools used by authoritarian	D2.His.6, D2.His.16 , D2.His.17	Was propaganda more important than coercion in helping authoritarian leaders	Can the historian be free of bias in the selection and interpretation of material?	Design propaganda a vs. counter-propaganda posters (Creativity) ; mentor juniors in media	March 22 No school. March 23 is first day back after Spring Break		

					regimes to secure public support and dismantle opposition.		establish control?	(Perspective s)	literacy (Service); host a propaganda-themed obstacle course (Activity)			
32	Mar 29-Apr 2			Consolidation: Legal systems, Charisma, Cult of personality	Through inquiry into political trials, propaganda, and leadership biographies, students will explore how law and personality were used to legitimize authoritarian control.	D2.His.9, D3.3	How did Hitler and Castro use law and leadership image to consolidate power?	How might the existence of different historical perspectives be beneficial to historical knowledge? (Perspective s)	Write leadership profiles (Creativity) ; peer-publish comparisons of historical figures (Service); organize mock personality cult events (Activity)		Mar 30 - Paper 1 Timed Practice – Cold War Sources	Source analysis under exam conditions, focusing on Cold War document types.
33	Apr 5-9			Opposition: Gestapo, concentration camps vs. CDR and censorship	By examining secret police records, censorship policies, and testimonies, students will assess how internal dissent was suppressed and the effectiveness of those methods.	D2.His.10 , D3.4	Was controlling opposition the most important way authoritarian regimes maintain power?	Do historians have an ethical obligation not to ignore contradictory evidence? (Ethics)	Build interactive exhibits on resistance and censorship (Creativity) ; host a human rights guest talk (Service); lead discussion on modern-day state surveillance (Activity)	April 5. No school for Easter		

34	Apr 12-16			Domestic policies: Economy, Education, Women and minorities	Through analysis of economic reports, education reforms, and social campaigns, students will investigate the outcomes of domestic policy for different social groups under authoritarian rule.	D2.His.11 , D4.2, D4.4	Did domestic policies improve life for ordinary people in authoritarian states?	Is it unfair to judge people and actions in the past by the standards of today? (Ethics)	Create historical policy infographics (Creativity); volunteer in economic literacy projects (Service); facilitate schoolwide polling on education impacts (Activity)	April 14. Half day for professional learning. April 16 is TOK exhibition which will disrupt classes.	Apr 15 - IA Research Question Proposal	Submit finalized IA research question + three annotated sources with justifications.
35	Apr 19-23	Final Exams		Foreign Policy: Lebensraum / Cuban Missile Crisis	By evaluating international crises, treaties, and foreign alliances, students will assess how foreign policy shaped the legitimacy and longevity of authoritarian regimes.	D2.His.12 , D2.His.13 , D3.1	How did foreign policy decisions help or hurt the power of authoritarian leaders?	Are all areas of knowledge concerned with knowledge of the past to some extent? (Scope)	Reenact UN crisis diplomacy (Creativity); run a crisis-response simulation (Activity); draft model foreign policy briefs (Service)			
36	Apr 26-30			TOK integration activities (Authoritarian control and impact on minorities)		D1.2, D2.His.6	How can structured comparison of historical case studies strengthen evaluative writing?	How do the perspectives of people in the present shape interpretations of the past? (Perspectives)	Co-develop revision podcasts (Creativity); lead Paper 2/3 writing clinics (Service); simulate	MAP Testing for grades 9-11. Expect class disruptions all week.	Apr 30- Paper 2 Comparative Essay – Hitler and Castro-	Thematic comparison on methods of consolidation (e.g., ideology, coercion,

									timed exam rooms (Activity)			propaganda).
37	May 3-7			Conditions for emergence: Germany and Cuba	Through case study comparisons and contextual exploration, students will investigate how political, economic, and social crises contributed to the emergence of authoritarian states.	D2.His.1, D2.His.15	What conditions allow authoritarian leaders like Hitler and Castro to rise to power?	Is certainty about the past more difficult to attain than certainty about the present or the future? (Scope)	Historical documentary film comparing crises (Creativity); lead discussions on modern political parallels (Service); reenact crisis events in simulations (Activity)	MAP Testing for grades 9-11. Expect class disruptions all week.		
38	May 10-14	Final Exams									Final Consolidation Assessment	Timed Paper 2 essay + short Paper 1 source comparison.
39	May 17-21	Final Exams									Final Consolidation Assessment	Timed Paper 2 essay + short Paper 1 source comparison.
40	May 24-28									May 26-29, Eid Al Adha (expected). No school		
Week 41	May 31-Jun 3									June 2. High school graduation. No school for grades K-11		

Week 42	Jun 7-10									June 10. Last day of school.		
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DP2 HL History

2025–2026 Grade 12 teaching schedule:												
Week	Date	Paper	Topic	Lesson	Learning Objective	C3 Framework Dimension	Inquiry question	TOK	CAS	Lost days	Proposed assessments	Notes
1	Aug 24-28	Week Zero, Admins asks for no lessons										
2	Aug 31–Sept 4		IA First Drafts & Feedback		Refine a research question and historical argument through the drafting process and responsive engagement with peer and teacher feedback.	D1.1, D1.2, D1.3, D3.1, D3.2	How can historical questions be refined to ensure depth, clarity, and focused analysis?	On what criteria can a historian evaluate the reliability of their sources? (Methods and Tools)	CAS Suggestions: Design a diplomatic role-play (Creativity), lead a debate on hemispheric relations (Service), join Model UN on WWII themes (Activity) Topic: WWII: Canada, Brazil, Mexico, other LatAm states CAS Suggestions: Perform a wartime monologue (Creativity), present Latin American contributions (Service), host a heritage walk on WWII (Activity)		Sept 4 - IA First Draft Submission	Refining a research question, historical argument, and source engagement.

									Topic: WWII: Social impacts (Women, minorities, conscription) CAS Suggestions: Create a spoken-word project on wartime roles (Creativity), volunteer with equity-focused groups (Service), lead a fitness event based on wartime efforts (Activity)			
3	Sept 7-11	HL option 2: History of the Americas	The Second World War and the Americas (1933-1945)	FDR's Good Neighbor Policy: cooperation and neutrality	Investigate and evaluate the impact of inter-American diplomacy through inquiry into FDR's Good Neighbor Policy, using historical case studies and source analysis.	D2.His.1, D2.His.13, D4.2	To what extent did FDR's Good Neighbor Policy improve relations between the USA and Latin America?	What counts as a fact in history? (Scope)	Create an interactive diplomatic timeline (Creativity); lead an inter-school Model OAS simulation (Service); organize a historical debate on hemispheric neutrality (Activity)		Sept 11 - Short-Answer Reflection: Good Neighbor Policy	Using primary sources to assess inter-American diplomacy.
4	Sept 14-18			Canada and Brazil in WWII; Mexico and		D2.His.2, D2.His.14, D4.1	How did participation in WWII differ	Are we more prone to particular cognitive biases in history than	Create profile cards for WWII leaders in the			

				Latin America			between Canada, Brazil, and Mexico?	in other disciplines? (Perspectives)	Americas (Creativity); hold a campaign reenactment (Activity); present oral histories to younger students (Service)			
5	Sept 21-25			Social impact: women, minorities, conscription	Explore how wartime mobilization affected gender and racial identities through contextual interpretation of sources and construction of thematic narratives.	D2.His.5, D2.His.11, D4.4	How did WWII affect the roles and rights of women and minorities in the Americas?	Is it unfair to judge people and actions in the past by the standards of today? (Ethics)	Develop a photo-essay on home front experiences (Creativity); volunteer with a women's heritage center (Service); recreate wartime rationing experiences (Activity)	Sept 23 is a half-day for staff training.		
6	Sept 28 - Oct 2			Treatment of Japanese Americans and Latin Americans	Evaluate civil liberties through inquiry-based research on internment policies, using primary sources and comparative reflection across the Americas.	D2.His.8, D2.His.10, D3.1	To what extent was the treatment of people of Japanese descent in the Americas shaped by racial prejudice?	Do historians have a moral responsibility to prevent the misuse of history? (Ethics)	Create an interactive digital map of internment sites (Creativity); collaborate with a civil rights archive (Service); stage a courtroom reenactment (Activity)		Oct 2 - Comparative Essay: WWII Impacts	Thematic comparison of economic opportunities post-WWI I.
7	Oct 5-9			Use of atomic	Use critical inquiry to	D2.His.14,	Why did the United	Should terms like "atrocious" or "hero" be	film a short documentary	This is Photo week and it will		

				weapons: reasons and significance	assess military and ethical justifications for the US atomic bombings, analyzing historical documents and contrasting viewpoints.	D2.His.1 7, D4.5	States drop atomic bombs on Japan, and what were the implications for global diplomacy?	used in historical analysis? (Ethics)	debating atomic ethics (Creativity); organize a peace day event (Service); host a Hiroshima reading circle (Activity)	interrupt lessons, randomly, throughout the week.		
8	Oct 12-16			Economic and diplomatic aftermath in the Americas	Through case-based analysis, students interpret how WWII shaped economic recovery and diplomacy in selected American countries using both primary and secondary sources.	D2.His.3, D2.His.1 2, D3.4	How did WWII reshape economic and diplomatic roles for countries like Brazil, Canada, and Mexico?	How do historians assess the long-term impact of political decisions? (Methods and Tools)	Design an economic impact infographic (Creativity); lead a panel on postwar recovery (Service); simulate IMF or UN postwar planning (Activity)		Oct 16 - Source Analysis Mini-Task: Internment Policies	OPVL analysis comparing US and Latin American internment.
9	Oct 19-23			Economic and diplomatic aftermath in the Americas	Interpret postwar economic and foreign policy developments through cross-country analysis and debate on the transformation of American	D2.His.3, D2.His.1 2, D3.4	How did WWII reshape economic and diplomatic roles for countries like Brazil, Canada, and Mexico?	How do historians assess the long-term impact of political decisions? (Methods and Tools)	Design an economic impact infographic (Creativity); lead a panel on postwar recovery (Service); simulate IMF or UN postwar planning (Activity)	Oct. 22-23, PK-12 3-Way Conferences are virtual days online.		

					hemispheric roles.							
10	Oct 26-30	Fall break										
11	Nov 2-6	World History - The Cold War: Superpower tensions and rivalries (20th century)	The Cold War – Rivalry, mistrust and accord	The breakdown of the Grand Alliance and the emergence of superpower rivalry in Europe and Asia (1943–1949)	Analyze Cold War origins by exploring ideological, political, and economic roots of superpower rivalry through source comparison and historical evaluation.	D2.His.1, D2.His.15, D3.2	Was fear or ideology the main cause of the breakdown of the Grand Alliance?	Is certainty about the past more difficult to attain than certainty about the present or the future? (Scope)	Design a Cold War tension simulation game (Creativity); lead a peer panel discussion on rivalry causes (Service); act out key Yalta/Potsdam decisions (Activity)	Nov. 6 is HS Sports Day. No classes conducted		
12	Nov 9-13		Cold War – Superpower rivalry: containment and détente	The US, USSR, and China – evolving alliances (1947–1979)	Explore superpower interactions and shifting alliances through diplomatic records and visual sources to deepen historical analysis and judgment.	D2.His.6, D2.His.7, D2.His.13	How did containment and détente shape relations between the US, USSR, and China from 1947–1979?	How can we gauge the extent to which history is being told from a cultural or national perspective? (Perspectives)	Build a timeline of shifting alliances (Creativity); run a student-led roundtable on Cold War diplomacy (Service); act out a 1970s UN summit (Activity)		Nov 13 - Paper 1 Practice: Cold War Origins	Source evaluation ; breakdown of the Grand Alliance.
13	Nov 16-20		Cold War – End of the Cold War (1980–1991)	Confrontation and reconciliation; ideological challenges and the arms race	Leverage thematic inquiry and historiographical debate to assess the ideological, political, and economic causes behind the	D2.His.14, D2.His.16, D3.4	Did ideological dissent or economic breakdown play a greater role in ending the Cold War?	What methods do historians use to gain knowledge? (Methods and Tools)	Create a Cold War timeline podcast (Creativity); simulate a late Cold War peace summit (Activity); co-organize a Cold War	Nov. 20 is EC Sports Day. Classes will be online		

					Cold War's resolution.				archive display for the school (Service)			
14	Nov 23-27		Cold War Leaders	Impact of two Cold War leaders from different regions	Compare two Cold War leaders using historiographical evaluation to understand how leadership shaped the trajectory and legacy of the Cold War.	D2.His.6, D2.His.17, D4.1	To what extent did individual leadership determine Cold War developments?	Are historians' accounts necessarily subjective? (Perspectives)	Deliver leadership comparison mini-talks (Creativity); develop Cold War leadership role profiles (Service); simulate a diplomatic press briefing (Activity)		Paper 2 essay	Paper 2 essay (WWII or Early Cold War)
15	Nov 30-Dec 4		Cold War – Cultural and social impact	Cold War's economic, social, and cultural impact on Brazil, Canada, Vietnam	Apply contextual and comparative inquiry to assess how global tensions affected society, culture, and national economies during the Cold War.	D2.His.2, D2.His.5, D2.His.10	How did Cold War tensions shape cultural and social life in affected countries?	How do the perspectives of those writing history shape the histories they produce? (Perspectives)	Research Cold War-era propaganda posters and create reinterpretations (Creativity); design a museum-style class exhibition (Service); build a historical walking tour of Cold War culture (Activity)	Dec. 4 is World Arabic Language Day. All classes will be disrupted.		
16	Dec 7 - 11	Midterm Exam										Paper 2 essay (WWII or Early Cold War) + Mini Paper 1

												source analysis.	
17	Dec 14-18	Midterm Exam						Dec 18 is early release.				Paper 2 essay (WWII or Early Cold War) + Mini Paper 1 source analysis.	
18	Dec 21-25	Winter Break											
19	Dec 28- Jan 1	Winter Break											
20	Jan 4-8		Cold War Crises	Two case studies of Cold War crises from different regions (excluding Israel)	Use source triangulation and cause-effect mapping to explore Cold War flashpoints and their role in increasing or diffusing superpower tension.	D2.His.14, D3.1, D4.5	What was the impact of Cold War crises on superpower rivalry?	How can conflicting historical sources be evaluated to form coherent interpretations? (Methods and Tools)	Create crisis briefings as video reports (Creativity); conduct a peace negotiation simulation (Activity); build a Cold War crises exhibition for parent open house (Service)				
21	Jan 11-15	Paper 3 – History of the Americas	Cold War and the Americas	Truman Doctrine, containment, McCarthyism, Cold War culture	Examine domestic and regional outcomes of early Cold War U.S. policy through ideological	D2.His.4, D2.His.6, D3.2	How did containment and McCarthyism affect U.S. culture and its role in the Americas?	How might the existence of different perspectives be beneficial to historical knowledge? (Perspectives)	Host a Red Scare mock hearing (Creativity); organize a film discussion night on McCarthyism				

					and social lenses, interpreting effects of containment and anti-communism.				(Activity); share primary sources with local history museum (Service)			
22	Jan 18-22			The Korean War and the Americas: reasons, developments, outcomes	Investigate the military, political, and diplomatic impact of the Korean War on countries in the Americas through inquiry and comparative evaluation.	D2.His.3, D2.His.15, D3.3	What were the regional consequences of the Korean War for the Americas?	How does the historian distinguish between long-term causes and immediate triggers? (Causation and Argumentation)	Create a timeline documentary of Latin American perspectives on the Korean War (Creativity); lead a peer debate on intervention policy (Activity); produce an infographic comparing war outcomes across countries (Service)	Jan 21-22 are online Parent-student conferences. January 22 will also be a half day		
23	Jan 25-29			Eisenhower and Dulles: New Look and its regional implications	Use document-based inquiry and policy evaluation to assess how New Look strategy shaped U.S.-Latin American Cold War relations.	D2.His.1, D2.His.16, D3.4	How did the New Look policy influence regional dynamics in the Americas?	How do changing methods in historiography influence the way Cold War policy is evaluated? (Methods and Tools)	Develop Cold War-themed policy simulations (Creativity); participate in Model OAS on U.S. foreign policy (Activity); present Cold War foreign policy analysis to		Jan 29 - Cold War Comparative mini-essay	Historiographical comparison of Cold War leaders.

									younger students (Service)			
24	Feb 1-5		Cold War – Cultural and social impact	Cold War's economic, social, and cultural impact on Brazil, Canada, Vietnam	Apply contextual and comparative inquiry to assess how global tensions affected society, culture, and national economies during the Cold War.	D2.His.2, D2.His.5, D2.His.10	How did Cold War tensions shape cultural and social life in affected countries?	How do the perspectives of those writing history shape the histories they produce? (Perspectives)	Research Cold War-era propaganda posters and create reinterpretations (Creativity); design a museum-style class exhibition (Service); build a historical walking tour of Cold War culture (Activity)		Feb 5 - Paper 2 Essay Practice: Cultural Impacts of Cold War	Analysis of Cold War tensions and societal transformation.
25	Feb 8-12	IA Development	IA Final Drafts and Reflection	Finalization and peer review of IA; source accuracy check; structure and historiography self-assessment	Refine final IA draft with emphasis on precision, depth of analysis, and integration of source evaluation; reflect on historiographical and ethical approaches to the investigation.	D3.1, D3.3, D4.1	What makes an effective historical argument supported by a range of sources?	Do historians have an ethical obligation not to ignore contradictory evidence? (Ethics)	Mentor a younger student beginning their IA (Service); host an IA fair for peer presentations (Creativity); review citation tools and research strategies with the school library (Activity)		Feb 12 - IA Final Submission	Finalized IA with accurate citations and source reflection
26	Feb 15-19	History of the Americas - The Cold	Cold War and the Americas	U.S. foreign policies: Kennedy to Carter;	Engage in thematic analysis and comparative	D2.His.12, D2.His.4, D4.3	How did Cold War policy affect	Can the historian be free of bias in the selection and interpretation of	Organize a Cold War policy roundtable	Feb 16. National/Liberations Day Celebration. No	Feb 19 - Cold War Crises:	Comparative OPVL on Cold

	Feb 18 Ramadan begins. Classes will be every other day. 9am to 1:30	War and the Americas (1945-1981)		Latin American response; Cold War in one non-U.S. American country	source work to evaluate U.S. policy impact and the emergence of Cold War dynamics in non-U.S. American countries.		governance, resistance, and identity across the Americas?	material? (Perspectives)	(Creativity); perform dramatic readings of declassified documents (Activity); conduct peer critiques of comparative Cold War case studies (Service)	learning will happen.	Source Analysis Task	War crises.
27	Feb 22-26	Review								Feb 24-26 no school for National Day/Liberation.		
28	Mar 1-5	Review										.
29	Mar 8-12	Review									Mar 11- Paper 3 Essay Practice: Cold War in the Americas	Comparative essay planning and writing using regional case studies.
30	Mar 15-19	Spring Break/ Eid Al Fitr Holiday										
31	Mar 22-26	Review								March 22 is no school		
32	Mar 29-Apr 2	April 1-14 DP Mock Exams for seniors only									Full mock under exam conditions: Paper 1, Paper 2, Paper 3.	
33	Apr 5-9	April 1-14 DP Mock Exams for seniors only								April 5. No school for Easter	Full mock under	

												exam conditio ns: Paper 1, Paper 2, Paper 3.	
34	Apr 12-16	April 1-14 DP Mock Exams for seniors only									April 14. Half day for professional learning. April 16 is TOK exhibition which will disrupt classes.	Full mock under exam conditio ns: Paper 1, Paper 2, Paper 3.	
35	Apr 19-23										April 23. Senior/Pre-K Walk. You will be asked to participate as duty, your seniors will have a photo op parade with pre-K students		
36	Apr 26-30												
37	May 3-7	May 3 - IB World Exams for Papers 1 & 2. May 5 IB World Exams for Paper 3.											
38	May 10-14	End of Senior Year Classes											