

Grade 10 Individuals & Societies

Units of Study

UNIT 1:	Self-Determination	Start: September	Duration: 8 weeks
<ul style="list-style-type: none">● Content and Concepts: Power, Identity, Human Rights, Indian decolonization/independence● Subject Specific Skills: Critical thinking, Source Analysis, Perspective Analysis● Learning Experiences: In this unit, students will explore the concept of systems in connection with the building of nations and the end of the colonial era. Students will complete a full class case study of decolonization and independence in India. As a summative task, students will complete a formal investigation on an independence movement in a nation of their choosing and a research paper.			
UNIT 2:	Economics 101	Start: November	Duration: 7 Weeks
<ul style="list-style-type: none">● Content and Concepts: Fairness, Development, scarcity, Resources, Choice● Subject Specific Skills: Critical thinking, Creative Thinking, Research, Communication (verbal)● Learning Experiences: In this unit, students will explore the interconnectedness of human-made systems within the economy and understand the unintended consequences of people's actions. They will first gain a basic understanding of economics and the relationship between supply, demand and scarcity through creating diagrams. They will then investigate a topic from the book <i>The Undercover Economist</i>.			
UNIT 3:	Water Management	Start: January	Duration: 8 weeks
<ul style="list-style-type: none">● Content and Concepts: Sustainability, Choices, Natural environments, Natural resources● Subject Specific Skills: Critical thinking, Communication (visual)● Learning Experiences: In this unit, students will study the ways humans manage natural environments and resources, with a special focus on water management in low-income countries. Students will gain an understanding of the interconnectedness of our natural and human environments and explore the sustainability of human choices.			
UNIT 4:	Cold War Clashes	Start: March	Duration: 9 weeks
<ul style="list-style-type: none">● Content and Concepts: Causality, Perspective, Ideology, Peace, Conflict, Superpowers, Propaganda● Subject Specific Skills: Critical thinking, Creative Thinking, Communication (verbal, visual)● Learning Experiences: In this unit, students will learn about ideologies and perspectives while understanding the effects of historical events in our daily and global interactions. Students will also study and analyze a variety of source material in order to create structured written responses.			

Grade 10 Individuals & Societies

Unit 1: Self-Determination

Start: September

Duration: 6 weeks

LEARNING EXPERIENCES:

In this unit, students will explore the concept of systems in connection with the building of nations and the violation of human rights. Students will complete a full class case study of decolonization and independence in India. As a summative task, students will complete a formal investigation on an independence movement in a nation of their choosing and a research paper.

KEY CONCEPT: Global Interactions

Related Concepts / Subject Specific: Power, Identity, Colonization, and Independence.

STATEMENT OF INQUIRY:

A sense of national identity within and between communities fosters independence movements.

INQUIRY QUESTIONS

Factual:

What economic problems arise from colonization?
What political issues lead to the end of colonization?
What social problems do new nations face after decolonization?

Conceptual:

How did countries in Asia and Africa struggle with colonization and independence?
How does the legacy of colonialism prevent progress in decolonized states?

Debatable:

Does decolonization solve the internal problems of colonies or make them worse?

OBJECTIVES AND ASSESSMENT CRITERIA:

C: Communicating

Communicate information and ideas effectively using an appropriate style for the audience and purpose
Document sources of information using a recognized convention.

D: Thinking critically

Analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations
interpret different perspectives and their implications.

ATLs:

Self-Management (organization & reflection); Research (information literacy); Investigating

RESOURCES / LITERATURE OPTIONS:

- *Gandhi*, 1982 film by Richard Attenborough
- Universal Declaration of Human Rights <http://www.un.org/en/universal-declaration-human-rights/>
- *Prentice Hall World History*, Elizabeth Gaynor Ellis, Pearson Education, 2009

SUMMATIVE ASSESSMENT TASKS:

1. Source Analysis
2. Perspective Analysis

Grade 10 Individuals & Societies

Unit 2: Undercover Economist

Start: November

Duration: 7 Weeks

LEARNING EXPERIENCES: In this unit, students will explore the interconnectedness of human-made systems within the economy and understand the unintended consequences of people's actions. They will first gain a basic understanding of economics and the relationship between supply, demand and scarcity through creating diagrams. They will then investigate a topic from the book *The Undercover Economist*.

KEY CONCEPT: Systems

Related Concepts / Subject Specific: Choice, Resources, Scarcity, Factors of production, Opportunity costs, Trade-offs

STATEMENT OF INQUIRY:

Individuals and societies are forced to make choices because most resources are scarce.

INQUIRY QUESTIONS:

Factual:

What are factors of production? What are Trade-offs and Opportunity costs? How do supply and demand interact? What is scarcity?

Conceptual:

How does scarcity affect economic choices? How do incentives guide human behavior? Who really pays the price for our needs and wants (products/services)?

Debatable:

Can opportunity costs be minimized by making "right" choices?

OBJECTIVES AND ASSESSMENT CRITERIA:

B: Investigating

Formulate a clear and focused research question and justify its relevance. Formulate and follow an action plan to investigate a research question. Use research methods to collect and record appropriate, varied and relevant information. Evaluate the process and results of the investigation.

C: Communicating

Communicate information and ideas effectively using an appropriate style for the audience and Purpose. Structure information and ideas in a way that is appropriate to the specified format. Document sources of information using a recognized convention.

D: Thinking critically

Discuss concepts, issues, models, visual representation, and theories. Synthesize information to make valid, well-supported arguments. Analyze and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations. Interpret different perspectives and their implications.

ATLs:

Investigating, Communicating and Thinking critically.

RESOURCES:

- Harford, Tim. *The Undercover Economist*. Oxford University Press, 2005.
- Sullivan, Arthur, Steven M. Sheffrin, and Grant P. Wiggins. *Prentice Hall Economics*. Upper Saddle River, N.J: Pearson/Prentice Hall, 2010. Print.

SUMMATIVE ASSESSMENT TASKS:

1. Introduction Supply/Demand Exam
2. Undercover Economist Investigation

Grade 10 Individuals & Societies

Unit 3: Water Management

Start: January

Duration: 6 Weeks

LEARNING EXPERIENCES: In this unit, students will study the ways humans manage natural environments and resources, with a special focus on water management in low-income countries. Students will gain an understanding of the interconnectedness of our natural and human environments and explore the sustainability of human choices.

KEY CONCEPT: Change

Related Concepts / Subject Specific: Choice, Resources, Sustainability, Natural environments, Natural resources

STATEMENT OF INQUIRY:

Sustainable management of natural environments and resources is essential for all forms of life.

INQUIRY QUESTIONS:

Factual:

What is the status of global water supply and demand? What are the impacts of water insecurity? How can water supply be increased? What are strategies for sustainable water supply?

Conceptual:

How do physical and human factors influence water insecurity? What are the costs and benefits of increasing water supply? How do supply and demand affect the sustainable use of water?

Debatable:

Is Saudi Arabia in a water crisis? How can the global water supply be best managed to protect both human and natural interests?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Knowing & understanding

Use a wide range of terminology in context. Demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

D: Thinking critically

Analyze and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations. Interpret different perspectives and their implications.

ATLs:

Critical thinking, Communication

RESOURCES:

- GCSE 9-1 Geography AQA by Simon Ross
- Documentary: [FLOW: For the Love of Water](#)

SUMMATIVE ASSESSMENT TASKS:

- Water Management Investigation
- Water Management Plan

Grade 10 Individuals & Societies

Unit 1: Cold War Clashes

Start: March

Duration: 9 Weeks

LEARNING EXPERIENCES: In this unit, students will learn about ideologies and perspectives while understanding the effects of historical events in our daily and global interactions. Students will also study and analyze a variety of source material in order to create structured written responses.

KEY CONCEPT: Time, Place & Space

Related Concepts / Subject Specific: Causality, Perspective, Ideology, Capitalism, Communism, Korean War, Propaganda

STATEMENT OF INQUIRY:

Human reactions to ideology are shaped by time, place and space.

INQUIRY QUESTIONS:

Factual:

What was the "Cold War?" How did the Cold War shape political and economic life for individuals and nations?

Conceptual:

What is ideology? How did communism and capitalism differ? What is propaganda?

Debatable:

Who is to blame for the Cold War? Who won the Cold War?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Knowing & understanding

Use a wide range of terminology in context. Demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

C: Communicating

Communicate information and ideas effectively using an appropriate style for the audience and Purpose. Structure information and ideas in a way that is appropriate to the specified format. Document sources of information using a recognized convention.

D: Thinking critically

Discuss concepts, issues, models, visual representation and theories. Synthesize information to make valid, well-supported arguments. Analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations. Interpret different perspectives and their implications.

ATLs:

Communicating, Thinking critically.

RESOURCES:

- *GCSE Modern World History*, Ben Walsh, Hodder Education, 2001
- The Korean War: Fire and Ice (video clips)
- Clouds over Cuba (documentary - clips)

SUMMATIVE ASSESSMENT TASKS:

1. Source Analysis Exam
2. Source-based essay