

Grade 8 Individuals & Societies

Units of Study

UNIT 1:	Innovation and Revolution	Start: August	Duration: 8 Weeks
<ul style="list-style-type: none">● Concepts: Time, Place and Space, Globalization, Innovation, and Revolution● Subject Specific Skills: Analysis, Comparison and Contrast of texts, images, and videos● Learning Experiences: In this unit, students will explore various time periods of the Scientific Revolution and other revolutions. Students will develop an understanding of the challenges and dangers of upsetting the status quo and upending the prevailing thought of the time. Through our main example of revolution, persons of interest include Galileo, Newton, and Copernicus.			
UNIT 2:	Economic Systems	Start: October	Duration: 8 Weeks
<ul style="list-style-type: none">● Concepts: Systems, Causality, Resources● Subject Specific Skills: Supply and Demand Charts, Identifying Wants and Needs● Learning Experiences: In this unit, students will research several economic systems to describe how they function and what separates them. They will explore capitalist systems in greater depth by completing a simulation of the market economy. Students will also create a business plan to show their understanding of how capitalist and mixed economic systems function.			
UNIT 3:	The Great War	Start: January	Duration: 8 Weeks
<ul style="list-style-type: none">● Concepts: Global Interaction, Causality, Perspectives, Power● Subject Specific Skills: Essay Writing Source Analysis● Learning Experiences: In this unit, students will explore the causes, nature, practices, and effects of WWI. They will study a variety of aspects of the war, such as the Schlieffen Plan, The Blank Check, Trench Warfare, Technological advancements during the war, and cultural shifts after the Treaty of Versailles. Students will write Analytical and persuasive texts to describe the causes of the effects of the war.			
UNIT 4:	Migration Stories	Start: March	Duration: 8 Weeks
<ul style="list-style-type: none">● Concepts: Change, Identity, Culture, Processes● Subject Specific Skills: Research● Learning Experiences: In this unit, students will examine the different physical, human and geographic factors associated with migration in the world and the causes and consequences associated with them. Students will explore factors that encourage or impede migration around the world and the interdependence between and/or among countries and the local, regional, and global consequences of migration fluxes across the globe.			

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Unit 1: Innovation and Revolution

Start: August

Duration: 8 Weeks

LEARNING EXPERIENCES: In this unit, students will explore various time periods of the Scientific Revolution and other revolutions. Students will develop an understanding of the challenges and dangers of upsetting the status quo and upending the prevailing thought of the time. Through our main example of revolution, persons of interest include Galileo, Newton, and Copernicus.

KEY CONCEPT: Time, Place and Space

Related Concepts / Subject Specific: Scientific Revolution
Globalization, Innovation, and Revolution

STATEMENT OF INQUIRY:

Acceptance of change varies according to space and time

INQUIRY QUESTIONS:

Factual:

What is the Scientific Revolution? Where did our understanding of science come from before the Scientific Revolution? What events led to the Scientific Revolution?

Conceptual:

What is a Revolution? How can society affect the growth of knowledge?

Debatable:

Why does Europe dominate the conversation around the scientific revolution? Who was right, Locke or Hobbes? How might culture affect these answers?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Knowledge and Understanding

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

B: Investigation

Formulate/choose a clear and focused research question, explaining its relevance.
Formulate and follow an action plan to investigate a research question.
Use methods to collect and record relevant information.
Evaluate the process and results of the investigation, with guidance.

C: Communication

Communicate information and ideas in a way that is appropriate for the audience and purpose.
Structure information and ideas according to the task instructions.
Create a reference list and cite sources of information.

D: Critical Thinking

Analyze concepts, issues, models, visual representations, and/or theories.
Summarize information to make valid, well-supported arguments.
Analyze a range of sources/data in terms of origin and purpose, recognizing values and limitations.
Recognize different perspectives and explain their implications.

ATLs:

Communication

RESOURCES / LITERATURE OPTIONS:

- World History, Ellis Esler, Prentice Hall Textbook 2009
- The Recantation of Galileo Galilei Primary Source
- Cosmos: A Spacetime Odyssey, Tyson & Emswiller 2014

SUMMATIVE ASSESSMENT TASKS:

- OPVL
- Pecha Kucha Presentation

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Unit 2: Economic Systems

Start: November

Duration: 8 Weeks

LEARNING EXPERIENCES: In this unit, students will research several economic systems to describe how they function and what separates them. They will explore capitalist systems in greater depth by completing a simulation of the market economy. Students will also create a business plan to show their understanding of how capitalist and mixed economic systems function.

KEY CONCEPT: Systems

Related Concepts / Subject Specific: Causality, Resources

STATEMENT OF INQUIRY:

Economic Systems develop as a response to the growth and distribution of wealth.

INQUIRY QUESTIONS:

Factual:

What are the characteristics of economic systems?

Conceptual:

Why are economic systems necessary? How do economic systems develop?

Debatable:

Is there a perfect economic system? Are pure forms of economic systems impossible to maintain?

OBJECTIVES AND ASSESSMENT CRITERIA:

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ATLs:

Self-Management and Research

RESOURCES / LITERATURE OPTIONS:

- Econoland Simulation
- What is Capitalism Reading
- Khan Academy Videos on Economics
- Capitalism Fact v. Opinion Reading

SUMMATIVE ASSESSMENT TASKS:

1. economic systems presentation
2. economics business proposal

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Unit 3: The Great War

Start: January

Duration: 8 Weeks

LEARNING EXPERIENCES: In this unit, students will explore the causes, nature, practices, and effects of WWI. They will study a variety of aspects of the war, such as the Schlieffen Plan, The Blank Check, Trench Warfare, Technological advancements during the war, and cultural shifts after the Treaty of Versailles. Students will write Analytical and persuasive texts to describe the causes of the effects of the war.

KEY CONCEPT: Global Interaction

Related Concepts / Subject Specific: World War 1
Causality, Perspective, Power

STATEMENT OF INQUIRY:

Conflicts shape communities and global relationships.

INQUIRY QUESTIONS:

Factual:

What were the causes of WWI? How was WWI different from other wars? What were the consequences of WWI?

Conceptual:

What issues force people into conflict? How do individuals influence large-scale conflicts? How do people make peace?

Debatable:

Are some conflicts inevitable? How could WWI have been avoided? Who is to blame for WWI?

OBJECTIVES AND ASSESSMENT CRITERIA:

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Analyze concepts, issues, models, visual representations, and/or theories.
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ATLs:

Investigation

RESOURCES OPTIONS:

- The Great War Youtube Channel
- GCSE Modern World History, Ben Walsh, Hodder Education, 2001
- The Causes, Nature, and Effect of War, Oxford Press

SUMMATIVE ASSESSMENT TASKS:

1. Claim, Support & Question: Causes of WWI
2. Effects of War essay

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Unit 4: Migration Stories

Start: March

Duration: 8 Weeks

LEARNING EXPERIENCES: In this unit, students will examine the different physical, human and geographic factors associated with migration in the world and the causes and consequences associated with them. Students will explore factors that encourage or impede migration around the world and the interdependence between and/or among countries and the local, regional, and global consequences of migration fluxes across the globe.

KEY CONCEPT: Change

Related Concepts / Subject Specific: Identity, Culture, Processes

STATEMENT OF INQUIRY:

The movement of people affects personal and social perspectives as well as relationships and conditions.

INQUIRY QUESTIONS:

Factual:

What is Migration? What are the different types of Migrants? What are the push and pull factors that influence people to leave? What issues force people into conflict?

Conceptual:

Why do different communities have different push and pull factors? How do these push and pull factors make a place unique? What can we learn about ourselves from Migration stories? Why is it important to preserve and pass on this information for future people?

Debatable:

Is Migration positive or negative? Has the way we perceive Migration change over time? How do people make peace

OBJECTIVES AND ASSESSMENT CRITERIA:

For each criterion below summarize **ALL** the assessment strands into 2-3 sentences.

A: Knowledge and Understanding

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

B: Investigation

Formulate/choose a clear and focused research question, explaining its relevance.
Formulate and follow an action plan to investigate a research question.
Use methods to collect and record relevant information.
Evaluate the process and results of the investigation, with guidance.

C: Communication

Communicate information and ideas in a way that is appropriate for the audience and purpose.
Structure information and ideas according to the task instructions.
Create a reference list and cite sources of information.

D: Critical Thinking

Analyze concepts, issues, models, visual representations, and/or theories.
Summarize information to make valid, well-supported arguments.
Analyze a range of sources/data in terms of origin and purpose, recognizing values and limitations.
Recognize different perspectives and explain their implications.

ATLs:

Communication and Social

RESOURCES / LITERATURE OPTIONS:

- MigrantsandCitizens.org
- UNHCR
- National Geographic

SUMMATIVE ASSESSMENT TASKS:

1. Migration story