

Grade 9 Individuals & Societies

Units of Study

UNIT 1:	Industrial Revolution	Start: August	Duration: 8 Weeks
<ul style="list-style-type: none">● Concepts: Change, Choice, Equity● Subject Specific Skills: Source Analysis, Diary Writing● Learning Experiences: In this unit, students will explore the advancements and struggles of the Industrial Revolution. They will study a variety of aspects of the Industrial Revolution, in different countries, such as the conditions of mines, factories, cities and child labor. They will also identify, use and analyze a variety of sources to determine their origin, purpose, values, and limitations. Students will write a diary that focuses on the life of an industrial worker, during the time period, and relate this to a similar modern world aspect.			
UNIT 2:	The Forces of Equilibrium - the changing economic world	Start: October	Duration: 8 Weeks
<ul style="list-style-type: none">● Concepts: Globalization & Sustainability; Systems, Causality, Sustainability, interdependence● Subject Specific Skills: Research, Data Analysis● Learning Experiences: In this unit, students will explore the global variations in economic development and quality of life. Students will also have an opportunity to research various strategies that exist for reducing the global development gap, and the role of the different industries. The unit will end with students researching the growth of tourism, as an industry, in Saudi Arabia as part of the 2030 Vision.			
UNIT 3:	World War II	Start: January	Duration: 8 Weeks
<ul style="list-style-type: none">● Concepts: Relationships, Causality, Conflict, Leadership● Subject Specific Skills: Essay Writing, Source Analysis, Compare and Contrast Writing,● Learning Experiences: In this unit, students will explore the causes, nature, practices, and effects of WWII. They will study a variety of aspects of the war, such as the Battle of Britain, the Battle of the Atlantic, D-Day, Bombings, and effects on civilians from different perspectives. Students will write, and perform a speech focused on one aspect of the war and link this to an aspect of human nature, and make a connection with content from English Language class.			
UNIT 4:	Civil Rights and protest movements	Start: March	Duration: 8 Weeks
<ul style="list-style-type: none">● Concepts: Global Interactions, Change, Causality, Power, Perspective, Fairness and Development● Subject Specific Skills: Media Analysis, Research Skills● Learning Experiences: In this unit students will find out why there was a need for protest movements in America and South Africa. They explore the methods used by these protest movements and the impacts of these. They will take action by finding out where people are still campaigning for civil rights today to share with the wider community.			

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Unit 1: Industrial Revolution

Start: August

Duration: 8 Weeks

LEARNING EXPERIENCES: In this unit, students will explore the advancements and struggles of the Industrial Revolution. They will study a variety of aspects of the Industrial Revolution, in different countries, such as the conditions of mines, factories, cities and child labor. They will also identify, use and analyze a variety of sources to determine their origin, purpose, values, and limitations. Students will write a diary that focuses on the life of an industrial worker, during the time period, and relate this to a similar modern world aspect.

KEY CONCEPT: Change

Related Concepts / Subject Specific: Industrial Revolution
Choice and Equity

STATEMENT OF INQUIRY:

Social inequity changes the way societies develop and progress.

INQUIRY QUESTIONS:

Factual:

What were the conditions that lead to the creation of the Industrial Revolution? What industries were affected by the Industrial Revolution? What nations were most affected by the Industrial Revolution?

Conceptual:

How does the level of income impact individual choices? How did the Industrial Revolution lead to political change?

Debatable:

Must our development be at the expense of others? Has the Industrial Revolution led to growth and improvement in society?

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.

B: Organizing

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: Producing Text

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: Using Language

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:

Communication, Thinking critically

RESOURCES / LITERATURE OPTIONS:

- BBC
- Library of Congress Photo Collection: Child Labor, Lewis Hine
- Industrial Revolution Org

SUMMATIVE ASSESSMENT TASKS:

1. Industrial Worker Diary
2. OPVL (Origin, Purpose, Values, and Limitations) of sources

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Unit 2: Desert Management

Start: November

Duration: 8 Weeks

LEARNING EXPERIENCES: In this unit, students will explore several hot desert environments to learn about the opportunities and challenges present in them. Students will cover topics such as climate change, desertification, salinity, and groundwater depletion. Students will select a research questions and create a research plan on one of these deserts and then craft a persuasive essay utilizing their research plan to discuss the best opportunities to pursue and which challenges must be overcome in doing so.

KEY CONCEPT: Systems

Related Concepts / Subject Specific: Causality, Sustainability

STATEMENT OF INQUIRY:

Management of our local environment requires an understanding of the underlying characteristics of our surroundings.

INQUIRY QUESTIONS:

Factual:

What are the characteristics of deserts? What causes desertification? How can desertification be reduced? What are the opportunities for development in deserts? What are the challenges for development in deserts?

Conceptual:

How are environments characterized?

Debatable:

Is the management of inhospitable environments as important as more welcoming locations?

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.

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. 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:

Information Literacy, Media Literacy

RESOURCES / LITERATURE OPTIONS:

- Oxford IGCSE Geography text
- EBSCOhost journals and articles

SUMMATIVE ASSESSMENT TASKS:

1. Research plan
2. In class persuasive response to a research question.

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Unit 3: World War II

Start: January

Duration: 8 Weeks

LEARNING EXPERIENCES: In this unit, students will explore the causes, nature, practices, and effects of WWII. They will study a variety of aspects of the war, such as the Battle of Britain, the Battle of the Atlantic, D-Day, Bombings, and effects on civilians from different perspectives. Students will write and perform a speech focusing on one aspect of the war. They will link this to an aspect of human nature, and make a connection with content from the English Language class.

KEY CONCEPT:
Relationships

Related Concepts / Subject Specific: World War 2
Causality. Conflict, Leadership

STATEMENT OF INQUIRY:

Conflict changes the nature of global interactions.

INQUIRY QUESTIONS:

Factual:

What were the causes of WW2? What methods were used to win WW2? What were the consequences of WW2?

Conceptual:

What factors can lead to conflict? What role do individuals play in solving conflicts? How do long and short term causes and effects of war shape society?

Debatable:

How do extreme situations shape our perspectives? Are leaders responsible for war actions? Are atrocities justifiable to save lives?

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.

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:

Communication

RESOURCES / LITERATURE OPTIONS:

- *GCSE Modern World History*, Ben Walsh, Hodder Education, 2001
- BBC Online: World War II
- PBS
- Khan Academy

SUMMATIVE ASSESSMENT TASKS:

1. Essay
2. Speech (Interdisciplinary with English Language)

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Unit 4: “Stories that need to be told”

Start: April

Duration: 8 Weeks

LEARNING EXPERIENCES: Students will learn about how civil rights and social protests have led to significant changes in different time periods and parts of the world. Students will look into case studies from America as well as South Africa. Students will have the opportunity to explore the methods used by different protest movements and the impact these have had. For their final project students will find out where people are still campaigning for civil rights and tell that story to our school audience.

KEY CONCEPT: Global Interaction

Related Concepts / Subject Specific: Causality, Power, Perspective

STATEMENT OF INQUIRY:

Civil rights and protest movements have led to significant changes in the fairness and equality of societies.

INQUIRY QUESTIONS:

Factual:

Which individuals, actions and events have led to the development of civil rights and social protests?

Conceptual:

What is the difference between prejudice, segregation and discrimination? How effective is non-violent protest? How can protest bring about change?

Debatable:

To what extent do you agree with the statement "civil rights and social protest groups are irrelevant in the 21st century"?

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.

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. 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:

Media Literacy, Information Literacy

RESOURCES

- History - Hodder Education
- PBS - American Civil Rights and Apartheid

SUMMATIVE ASSESSMENT TASKS:

1. Research plan including OPVL
2. Short Documentary/Video