Lucile Erwin Middle School an IB World School

Subject: Individuals and Societies (Level 3/Grade 8)

Brief Description of Course - 8th grade Individuals and Societies is a multi-disciplinary course that covers United States geography and history from the American Revolution through Reconstruction. The course focuses on the development of societies, colonization, declaring independence, birth of a new nation, westward expansion, industrial revolution, slavery, Civil War, and reconstruction. Using Colorado standards and the learner profile as a guideline for instruction, strategies will include critical thinking skills, cause and effect, identifying problems, research skills, interpreting and evaluating of sources, oral presentations, reflection of learning, and how the actions of people long ago still affect our lives today.

<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Standard</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colonization (introducing slavery)</td>
<td>H: 1 a, b, d, 2 a, f&lt;br&gt;C: 1, e&lt;br&gt;E: 1 a</td>
<td>8 weeks</td>
</tr>
<tr>
<td>Road to Revolution/ American Revolution</td>
<td>G: 1 a, d, 2 c&lt;br&gt;E: 1 d&lt;br&gt;C: 1 a, c, e, f</td>
<td>5 weeks</td>
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<tr>
<td>Creating Our Nation</td>
<td>C: 1 b, c, d, e, f, 2 a, c, d, f, g</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Westward Expansion</td>
<td>H: 1 a, b&lt;br&gt;G: 1 a, b, e, 2 e</td>
<td>8 weeks</td>
</tr>
<tr>
<td>Industrial Revolution</td>
<td>E: 1 a, b, c, d, 1b&lt;br&gt;G: 1 e</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Civil War/ Reconstruction</td>
<td>C: 2 e&lt;br&gt;G: 2 a, b&lt;br&gt;E: 1 c</td>
<td>6 weeks</td>
</tr>
</tbody>
</table>

### Key Concepts

**Global Interactions**

Global interactions focus on the connections between individuals and communities, as well as their relationship with built and natural environments, from the perspective of the world as a whole. For individuals and societies, global interactions focus on the interdependence of the larger human community, including the many ways that people come into conflict with and cooperate with each other, and live together in a highly interconnected world to share finite resources.

**Change**

Change is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences. For individuals and societies, the concept of change allows examination of the forces that shape the world: past, present and future. The causes and effects of change can be natural and artificial; intentional and unintentional; positive, negative or neutral. The subject group explores the role of individuals and societies in shaping change.

**Systems**

Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex. For individuals and societies, systems thinking provides a powerful tool for understanding both natural and human environments, and the role of individuals within them. Social and natural systems rely on a state of equilibrium and are vulnerable to change from internal and external forces. Other key concepts can also be important in individuals and societies. For example, culture, development and communities are among the key concepts that often inform studies in the humanities and social sciences.

**Time, Place, Space**

Time, place and space are related to how we construct and use our understanding of location. Time, place and space as a concept provides structure and order in human, social and natural systems. Time, place and space can be understood on multiple scales (including local, regional, national and global).

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**Related Concepts**

**Culture**

Culture encompasses a range of unique experiences, behaviors, customs and ways of knowing within human communities throughout history. Culture is usually transmitted from generation to generation and it can manifest itself in many forms: protracted disagreements or arguments; prolonged armed struggles; clashes of opposing feelings or needs; serious.

**Conflict**

Conflict can develop from inequalities in distribution of power and may manifest itself in many forms: protracted disagreements or arguments; prolonged armed struggles; clashes of opposing feelings or needs.

**Governance**

Governance refers to mechanisms and processes that regulate authority in a given organization. It can apply to state and non-state institutions. Throughout time, people have organized governments in order to meet the needs.

**Conflict**

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**Innovation and Revolution**

Innovation incorporates the understanding of processes that drive change and invention. In history, this concept looks at the process of generating new ideas, events, movements, products or.
<table>
<thead>
<tr>
<th><strong>Incompatibilities</strong></th>
<th><strong>Significance</strong></th>
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<tbody>
<tr>
<td>Two or more opinions, principles, or interests.</td>
<td>Ideas.</td>
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<tr>
<td>Humans study conflict between individual and societies over time and across place and space, and also examine how conflicts can be sources of continuity and catalysts for change.</td>
<td><strong>Perspective</strong> is a concept of a different nature as it is more clearly related to the craft of the discipline. It refers to the quality of having great value taking into account the historical context. Historical context is the political, social, cultural, and economic setting for a particular idea or event. In order to better understand something from history, we must look at its context—those things that surround it in time and place and that give it its meaning or value. In this way, we can gain, among other things, a sense of how unique or ordinary an event or idea seems to be in comparison to other events and ideas.</td>
</tr>
<tr>
<td>Historians study conflict between individual and societies over time and across place and space, and they also examine how conflicts can be sources of continuity and catalysts for change.</td>
<td><strong>Identity</strong> is the combination of the values, beliefs, and experiences that define, shape, and inform who we are, our perspectives, and how we behave as individuals, communities, societies, and cultures. Identity shapes historical processes and interpretations. Identity is shaped by external and internal influences and it is relational (the notion of “we” as opposed to “them”). This concept refers to how both individual and group perceptions of the self, form, evolve, and are expressed. From a historical perspective, identity can be examined as a cause or consequence of an event, idea, or process. Additionally, the notion of citizenship appears as a politically and historically relevant form of identification on the part of peoples.</td>
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<tr>
<td><strong>Innovation</strong> involves individuals and societies because they use their capacity to create, contrive and initiate a capacity that can lead to both positive and negative consequences in the short term and the long term.</td>
<td><strong>Causality</strong> is the relationship between cause and effect and the internal and external factors that influence this relationship. In history, a cause is something that gives rise to an action, event, phenomenon, or condition. A consequence is a result or an effect of an action, phenomenon or condition. Causes and consequences are often examined together in relation to a specific event, phenomenon or time period, particularly over the “short term” and “long term.” The problem of “multiple causality” has also been central to historiography.</td>
</tr>
<tr>
<td><strong>Causes and consequences</strong> are often examined together in relation to a specific event, phenomenon or time period, particularly over the “short term” and “long term.”</td>
<td><strong>Perspective</strong> is the way someone looks at something taking into consideration all of the things that have happened with that thing in the past and the relationship between the viewer and the thing in the past being viewed. For historians, <strong>perspective</strong> implies a need for understanding different sides of an event.</td>
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Global Context

Orientation in Time and Space
What is the meaning of “where” and “when”? Students will explore personal histories, homes and journeys; turning points in humankind; discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.

Possible explorations to develop
• Civilizations and social histories, heritage, pilgrimage, migration, displacement and exchange
• Epochs, eras, turning points and “big history”
• Scale, duration, frequency and variability
• Peoples, boundaries, exchange and interaction
• Natural and human landscapes and resources
• Evolution, constraints and adaptation

Fairness and Development
What are the consequences of our common humanity? Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

Possible explorations to develop
• Democracy, politics, government and civil society
• Inequality, difference and inclusion
• Human capability and development; social entrepreneurs
• Rights, law, civic responsibility and the public sphere
• Justice, peace and conflict management
• Power and privilege
• Authority, security and freedom
• Imagining a hopeful future

Criterion objectives/strand
Orientation in Time and Space
Criterion C: Communicating
Criteria A: Knowing and Understanding
Criterions B: Investigating
Criteria C: Communicating
Criterion D: Critical Thinking

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Criteria A: Knowing and Understanding
Criterions B: Investigating
Criteria C: Communicating
Criterion D: Critical Thinking

Scientific and Technical Innovation
How do we understand the world in which we live? Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.

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Research (Media Literacy)
Self-Mangement (Organization)
Research (Information Literacy)

Social (Collaboration)
-Practice empathy
-Help others succeed
-Take responsibility for one’s own actions
-Listen actively
-Advocate for one’s own rights and needs

Communication
<table>
<thead>
<tr>
<th>LDC Unit? Yes or No</th>
<th>Jamestown Essay</th>
<th></th>
<th>Mexican-American War Essay</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Type of Writing</td>
<td>(paragraph, essay, etc.)</td>
<td></td>
<td></td>
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