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.

Unit Length Weeks	8 weeks	5 weeks	4 weeks	8 weeks	2 weeks	6 weeks
Unit Name	Colonization (introducing slavery)	Road to Revolution/ American Revolution	Creating Our Nation	Westward Expansion	Industrial Revolution	Civil War/ Reconstruction
Standard	H: 1 a, b, d; 2 a, f C: 1, e E: 1 a G: 1 a, c, d	H: 1 a, 2 a, b, d, e, f G: 1 a, d, 2 c E: 1 d C: 1 a, c, e, f	C: 1 b, c, d, e, f, 2 a, c, d, f, g	H: 1 a, b G: 1 a, b, e, 2 e	E: 1 a, b, c, d, 1b G: 1 e	C: 2 e G: 2 a, b E: 1 c
Key Concepts	**Global Interactions** Global interactions Global interactions focuses on the connections between individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole. For individuals and societies, global interactions focuses 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 The intrinsically linked concepts of time, space and place refer to the absolute or relative position of people, objects and ideas. "Time, place and space" focuses on how we construct and use our understanding of location ("where" and "when"). For individuals and societies, time is not simply the measurement of years or time periods but is a continuum of significant events of the past, present and future. Place and space are complex concepts, the definitions of which are fluid. Place is socially constructed and can be explored in terms of constraints and opportunities afforded by location. Places have value and meaning defined by humans. Space relates to where and why places and landscapes are located. This concept also includes the social, economic, and political processes that interact through or across space, resulting in patterns and networks arising, such as migration or trade flows. Challenges related to "place and space" can be understood on multiple scales (including local, regional, national and global).	**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.	**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.
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	**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; serious	**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** 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	**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	**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

affects the way people perceive their world and the way they behave. Culture can be dynamic or static and is often examined by historians in relation to the time, place and space of historical events, processes or developments. Historians often examine changes in culture in order to make comparisons between the past and the present. Culture is a system. **Identity** Identity 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. **Significance** Significance 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.	incompatibilities between two or more opinions, principles, or interests. Historians study conflict between individuals and societies over time and across place and space, and they also examine how conflicts can be sources of continuity and catalysts for change. **Identity** Identity 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.	of communities and individuals. Groups have created institutions and processes that have many forms and functions. Monarchies, republics, tribes, parliaments, presidents, dictators: these and other patterns of rule express a range of human values and reflect varied understandings of history and culture. At the heart of governance are questions about the distribution of resources, the making of laws, and the balance of power between individuals and the communities in which they live. Democratic governments are accountable to the people who choose them. **Ideology** An ideology is a system of ideas and ideals, which can form the basis of political or economic theories, policies and actions. Ideologies usually encompass systematic arrangements of premises and assertions that are used to interpret the world and make normative assertions about how it should be organized. Ideologies can evolve and change over time in order to meet the needs of a group of people or a society. Ideologies can be derived from the place and space in which a group of people or a society is located. Ideologies can evolve into political, economic or social systems and these systems can impact humans in a variety of way. For example, through the definition of certain rights and responsibilities.	or needs; serious incompatibilities between two or more opinions, principles, or interests. Historians study conflict between individuals and societies over time and across place and space, and they also examine how conflicts can be sources of continuity and catalysts for change.	solutions through the alteration, transformation, reorganization, restructuring, rearrangement, or renovation of existing ideas, events, movements, products or solutions. Innovation 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.	or needs; serious incompatibilities between two or more opinions, principles, or interests. Historians study conflict between individuals and societies over time and across place and space, and they also examine how conflicts can be sources of continuity and catalysts for change. **Causality** Causality 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. **Perspective** Perspective is a concept of a different nature as it is more clearly related to the craft of the discipline. Perspective 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, perspective implies a need for understanding different sides of an event.

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	**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	**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, rom 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	**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. Possible explorations to develop • Systems, models, methods; products, processes and solutions • Adaptation, ingenuity and progress • Opportunity, risk, consequences and responsibility • Modernization, industrialization and engineering • Digital life, virtual environments and the Information Age • The biological revolution • Mathematical puzzles, principles and discoveries	**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 assessment task	Critera A: Knowing and Understanding Criteria D: Critical Thinking	Criteria B: Investigating Criteria D: Critical Thinking	Criteria A: Knowing and Understanding Criterion C: Communicating	Criterion C: Communicating Criterion D: Critical Thinking	Criterion B: Investigating Criterion C: Communicating	Criteria A: Knowing and Understanding Criterion C: Communicating
ATL Skill	**Self-management (Reflection)** **Communication** Thinking (Critical Thinking) -Gather and organize relevant information to formulate an argument -Interpret data -Evaluate evidence and arguments -Draw reasonable conclusions and generalizations -Consider ideas from multiple perspectives -Develop contrary or opposing arguments -Identify obstacles and challenges	**Social (Collaboration)** **Thinking (Critical thinking)**	**Thinking- (Critical Thinking)** -Gather and organize relevant information to formulate an argument -Interpret data -Evaluate evidence and arguments -Draw reasonable conclusions and generalizations -Consider ideas from multiple perspectives -Develop contrary or opposing arguments -Identify obstacles and challenges **Communication-** -Reading critically for comprehension, -Make inferences and draw conclusions -Use and interpret a range of discipline-specific terms and symbols -Take effective notes in class -Paraphrase accurately and concisely -Organize and depict information logically -Identify primary and secondary sources	**Self-Management (Organization)** **Research (Information Literacy)**	**Research (Media 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**

LDC Unit? Yes or No Type of Writing (paragraph, essay, etc.)	Jamestown Essay			Mexican-American War Essay		