

MYP Individuals and Societies – Grade 8

Topic/Unit Title	Key Concept	Related Concepts	Global Context /Exploration	ATL Skills	Statement of Inquiry	Service as action	Summative Assessment	Assessment Objectives
Why do nations fight for colonies and build empires?	Systems	Resources;Power	Identities and relationships - independence; competition and cooperation	Media literacy - seek a range of perspectives from multiple and varied sources; Critical-thinking - interpret data, revise understanding based on new information and evidence; Communication - share ideas with multiple audiences using a variety of digital environments and media	Empires are systems of power arising from conflict over resources, creating new identities and relationships.	Students will research the colonial history of different countries and present the long-lasting consequences of colonization and imperialism to the school community. This will allow students to build greater understanding of different cultures and ethnic groups.	Gallery walk - students will create a display which, through words and images, detail a country's history through their colonial period to independence up until the present day [B,C] - Mid-term.	<p>Criterion B: Investigating</p> <ul style="list-style-type: none"> i. formulate/choose a clear and focused research question, explaining its relevance ii. formulate and follow an action plan to investigate a research question iii. use methods to collect and record relevant information iv. evaluate the process and results of the investigation, with guidance <p>Criterion C: Communicating</p> <ul style="list-style-type: none"> i. communicate information and ideas in a way that is appropriate for the audience and purpose ii. structure information and ideas according to the task instructions iii. create a reference list and cite sources of information
How are societies governed?	Systems	Processes; Power	Fairness and development - government and civil society	Self-management - keep a journal to record reflections; Media literacy - interacting with media to use and create ideas and information	The governance of societies is organized by different systems that are used to distribute power, affecting the development of civil society.	Students will have the opportunity to research different systems of governance and advocate for principles of	Essay on governance - students will write an 800-1000 word essay arguing which system of governance is the most fair and appropriate and justify their arguments	<p>Criterion A: Knowing and understanding</p> <ul style="list-style-type: none"> i. uses a range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and



						<p>fairness within each community. They will create a mock government for the school and demonstrate how each group within their community can be treated with fairness and equity. This will also allow their peers to understand governance and learn about the global context of fairness and development.</p>	<p>using relevant and appropriate examples [B,C,D] - End of term.</p>	<p>examples. Criterion C: Communicating i. communicate information and ideas in a way that is appropriate for the audience and purpose ii. structure information and ideas according to the task instructions iii. create a reference list and cite sources of information Criterion D: Thinking critically i. analyze concepts, issues, models, visual representation and/or theories ii. summarize information to make valid, well-supported arguments iii. analyze a range of sources/data in terms of origin and purpose, recognizing value and limitations iv. recognize different perspectives and explain their implications.</p>
<p>Why do societies experience revolution?</p>	<p>Change</p>	<p>Causality; Perspective</p>	<p>Orientation in space and time - civilizations and social history</p>	<p>Creative-thinking - consider multiple alternatives, including those that may be unlikely or impossible; Collaboration - listen actively to other perspectives and ideas</p>	<p>At different times and location, societies can experience revolutionary change, due to a variety of causes and perspectives and often with long-lasting consequences.</p>	<p>Through their research projects, students will identify the need and impact of revolutions and advocate for the rights of people through a short assembly for their peers in the MYP.</p>	<p>Video presentation - students will create a YouTube style video that analyzes the causes and consequences of a political revolution [B,C] - Mid-term. Revolution podcast - students will create a podcast that analyze if revolutions are worth it using various examples of different</p>	<p>Video presentation: Criterion B: Investigating i. formulate/choose a clear and focused research question, explaining its relevance ii. formulate and follow an action plan to investigate a research question iii. use methods to collect and record relevant information iv. evaluate the process and results of the investigation,</p>



						<p>types of revolutions [A,D] - End of term.</p>	<p>with guidance Criterion C: Communicating</p> <ol style="list-style-type: none"> i. communicate information and ideas in a way that is appropriate for the audience and purpose ii. structure information and ideas according to the task instructions iii. create a reference list and cite sources of information <p>Revolution podcast: Criterion A: Knowing and understanding</p> <ol style="list-style-type: none"> i. use range of terminology in content ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples. <p>Criterion D: Thinking critically</p> <ol style="list-style-type: none"> i. analyze concepts, issues, models, visual representation and/or theories ii. summarize information to make valid, well-supported arguments iii. analyze a range of sources/data in terms of origin and purpose, recognizing value and limitations
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								iv. recognize different perspectives and explain their implications.
What are the issues facing the world today?	Change	Globalization; Sustainability	Fairness and development - imagining a hopeful future	Creative-thinking - apply existing knowledge to generate new ideas, products or processes; Media literacy - seek a range of perspectives from multiple and varied sources; Reflection - consider ethical, cultural and environmental implications	Positive change and a hopeful sustainable future can be achieved through a process of global cooperation and effort.	Students will conduct a sustainability check of the school campus and produce a sustainability report. They will meet with SLT to discuss any shortcomings and how the school can better implement sustainable practices. They will also lead a discussion forum with the PYP students to educate them on their chosen global issue and encourage action to resolve it.	Poverty essay - students will write a 700-word essay evaluating the causes and consequences of poverty on any one country of their choice. They will also evaluate the link between globalization and poverty [B,C] - Mid-term. Speech and creative piece - students will write a 5-minute speech on a global issue facing the world today and encourage positive action to address their chosen issue. They will also create and present a creative piece [visual art, music, skit, movement] to go along with their global issue [A,D] - End of term.	<p>Poverty essay: Criterion B: Investigating</p> <ol style="list-style-type: none"> 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 <p>Criterion C: Communicating</p> <ol style="list-style-type: none"> 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 <p>Speech and creative piece: Criterion A: Knowing and understanding</p> <ol style="list-style-type: none"> use range of terminology in content demonstrate knowledge and understanding of subject-specific content and concepts, through



								<p>descriptions, explanations and examples.</p> <p>Criterion D: Thinking critically</p> <p>i. analyze concepts, issues, models, visual representation and/or theories</p> <p>ii. summarize information to make valid, well-supported arguments</p> <p>iii. analyze a range of sources/data in terms of origin and purpose, recognizing value and limitations</p> <p>iv. recognize different perspectives and explain their implications.</p>
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Please note: At times areas of the curriculum will change based on the learning needs and interests of the students.

