Year Plan for *subject Individual and Society* grade 8

no.	Unit title	Time	Key concept	related concept	global context	Inquiry	Assessment Criteria	Objectives	Communicative skills	Content	Resources
1	How are societie	20 hrs	Systems	Power	Fairness and development	The government of societies is organized by different systems that ar used to distribute, affecting fairness and development	Criterion A:Knowing and understanding Criterion B: Investivating Criterion C: Communicating Criterion D: Thinkiing critically	Criterion A: Knowing and understanding I. use a range of terminology in context use research methods to collect and record relevant II. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples. Criterion B: Investigating iii. use research methods to collect and record relevant information iv. evaluate the process and results of the investigation. 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. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid arguments	• Communication Skills • Information Literacy Skills • Critical Thinking Skills • Creative-thinking skill	Find out about different systems of governance that are used to run societiesExplore case studies of countries that use monarchy, democracy and dictatorship •Take action by encouraging more political participation	Textbook page reference additional resources
2	What are naural hazards and how do societies respond to them?	20	Systems	Resources	Time Place and Space	Societies can be affected by different types of hazards and require innovative systems and resources in order to respond effectively to them.	Criterion A:Knowing and understanding Criterion B: Investivating Criterion C: Communicating Criterion	Criterion A: Knowing and understanding I. use a range of terminology in context use research methods to collect and record relevant II. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples. Criterion B: Investigating iii. use research methods to collect and record relevant information iv. evaluate the process and results of the investigation. 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.	Communication skills * Organization skills *Information literacy skills* Media Skills *Transfer skills*critical-thinking skills	• Find out about the causes and consequences of natural hazards • Explore case studies of natural hazards and how societies have responded to them • Take action by raising a campaign to help an area of the world affected by natural hazards	Pg.2-31

#	Statement/Question	Hours	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Criteria	Objectives	ATL Skills	Content	Pages
3	How can new technologies affect our identities and relationships?	20	Global interactions	Perspectives; Innovation and revolution	Identities and relationships	Technological innovations have different effects on our identities and relationships with others.	Criterion A:Knowing and understanding Criterion B: Investivating Criterion C: Communicating Criterion D: Thinkiing critically	Criterion A: Knowing and understanding I. use a range of terminology in context use research methods to collect and record relevant II. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples. Criterion B: Investigating iii. use research methods to collect and record relevant information iv. evaluate the process and results of the investigation. 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.	• Communication Skills • Information Literacy Skills • Critical Thinking Skills • Creative-thinking skill	• Find out about some of the major technological breakthroughs from history • Explore how modern technologies such as television and the computer have affected our identities and relationships with others • Take action by exploring the ways that technology can be used for social good	Pg. 32-59
4	Where are all the people?	20	Change	Equity	Globalization	The population of human societies changes due to a variety of processes, and sustainable development can help to promote more equity in these societies.	Criterion A:Knowing and understanding Criterion B: Investigating Criterion C: Communicating Criterion D: Thinkiing critically	Criterion A: Knowing and understanding I. use a range of terminology in context use research methods to collect and record relevant II. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples. Criterion B: Investigating iii. use research methods to collect and record relevant information iv. evaluate the process and results of the investigation. 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. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid arguments	Communication Skills - Information Literacy skills -Critical thinking skills	• Find out about how the world population has changed over time and which processes allow this to happen • Explore the ways of modelling population change and look at case studies of social issues in different societies due to these changes. • Take action by looking at how sustainable development can promote more equitable and fair societies •	Pg. 80-105

#	Statement of Inquiry Question	Hours	Key Concept	Related Concept	Global Context	Statement of Inquiry	Criteria	Objectives	ATL Skills	Content	Pages
5	What is culture?	20	Time, place, space	Culture & identity	Personal & Cultural expression	Culture forms a part of our shared identity with others, is often dependent on time, place and space, and can be expressed in many ways.	A,C,D	Criterion A: Knowing and understanding I. use a range of terminology in context use research methods to collect and record relevant II. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and 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 iii. document sources of information using a recognized convention. Criterion D: Thinking critically i. discuss concepts, issues, models, visual representation and theories ii. ii. synthesize information to make valid arguments	Communication Skills* Critical-thinking skills*Creative -thinking skills*Transfer skills	culture and the different ways it can be expressed • Explore different examples of cultural identity and its role in different societies • Take action by finding opportunities to protect and preserve cultural traditions	Pg.106-127
6	Why do societies experience revolution?	20	Change	Causality	Orientation in space and time	At different times and locations, societies can experience revolutionary change, due to a variety of causes and often with longstanding consequences.	A,B,C,D	Criterion A: Knowing and understanding I. use a range of terminology in context use research methods to collect and record relevant II. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and 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 iii. document sources of information using a recognized convention. Criterion D: Thinking critically i. discuss concepts, issues, models, visual representation and theories ii. ii. synthesize information to make valid arguments	Organizational skills*Information litertacy skills*Critical-thinking skills*Creative-thinking skills	• Find out about the reasons why societies experience revolution and the different types that can occur • Explore examples of revolutions in Russia and China with a focus on their causes and consequences	Pg.128-149