

Grade: 8th

Course Title: MYP I&S Year 3

Course Overview

8th grade I&S students will explore various elements that make up a global community. Students will examine how globalization has shaped the world and impacts our natural environment. They will also examine the impact of exploration on global interactions and how innovation and new ideas have changed the world.

Unit #1

Title: How has globalization changed the world?

Key Concept	Related Concept(s)	Global Context
Change	Globalization; Processes	Globalization and Sustainability

Conceptual understanding(s):

As barriers between different populations decrease, opportunities and challenges are created within nations and the world.

Statement of Inquiry:

Globalization has occurred due to a variety of processes that have changed the world, bringing both opportunities and challenges.

PA Academic Standards Social Studies:

- 5.1.8.A Identify the sources of the rule of law.
- 5.1.8.B Outline how different systems of government function.
- 6.1.8.A Explain how limited resources and unlimited wants cause scarcity.
- 6.1.8.B Compare decisions made because of limited resources and unlimited wants. Analyze the resources that are combined to create goods and services.
- 6.1.8.C Compare choices to determine the best action.
- 6.1.8.D Compare the effect of incentives on personal decisions.
- 6.2.8.B Identify positive and negative effects of market competition.
- 6.2.8.D Explain the effects that changes in price have on buyers and sellers.
- 6.2.8.F Analyze the functions of private economic institutions in the national economy.
- 6.2.8.G Examine how various economic systems address the three basic questions. What to produce? How? For whom?
- 8.1.8.A Compare and contrast events over time and how continuity and change over time influenced those events.
- 8.1.8.B Compare and contrast a historical event, using multiple points of view from primary and secondary sources.
- 8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.
- 8.3.8.C Summarize how continuity and change have impacted U.S. history. Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations

- 8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability
- 8.4.8.A Examine the role groups and individuals played in the social, cultural and economic development throughout world history
- 8.4.8.C Illustrate how continuity and change have impacted world history. ie Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations
- 8.4.8.D Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.

PA Standards Reading and Writing in History and Social Studies:

- CC.8.5.6-8.D Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CC.8.5.6-8.I Analyze the relationship between a primary and secondary source on the same topic.
- CC.8.5.6-8.A Cite specific textual evidence to support analysis of primary and secondary sources.
- CC.8.5.6-8.B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CC.8.6.6-8.H Draw evidence from informational texts to support analysis, reflection, and research.
- CC.8.6.6-8.I Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- CC.8.6.6-8.E Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- CC.8.5.6-8.G Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Content:

- The causes and consequences of globalization
- The impact of globalization in language, business, sport, and entertainment
- Characteristics of developing and developed countries

Skills:

- Communicate ideas and information effectively
- Analyse a range of sources and data in terms of origin and purpose and recognize value and limitations
- Describe the impact of globalization on trade, and economic decisions
- Recognize and evaluate propositions
- Convey important ideas through infographic display

Inquiry Questions: *(include factual, conceptual, debatable)*

- **Factual:**
What is globalization? What are transnational corporations? How has globalization affected sports? How has globalization affected the gaming industry?
- **Conceptual:**
How are the processes of globalization and the need for sustainability compatible?
- **Debatable:**
How does globalization create opportunities, challenges or both?

Resources:

Grace, Paul. "Unit 1: How Has Globalization Changed the World?" *Individuals and Societies for the IB MYP* 2, Hodder Education, 2016, pp. 2–23.

Unit #2**Title: Why are natural environments important to individuals and societies?**

Key Concept	Related Concept(s)	Global Context
Systems	Sustainability	Identities and relationships

Conceptual understanding(s):

Different environments work as systems. Humans have impacted systems in different ways creating a need for sustainable development.

Statement of Inquiry:

The relationships between living things in different environments can be viewed as a system, and sustainability can help these environments to last into the future.

PA Academic Standards Social Studies:

- 5.4.8.C Explain how common problems (e.g., natural disasters, ethnic conflict, environmental concerns) are addressed by organizations and governments.
- 7.1.8.B Explain and locate places and regions as defined by physical and human features.
- 7.3.8.A Explain the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities.
- 7.4.8.A Illustrate the effects of the physical systems on people within regions.
- 7.4.8.B Interpret the effects of people on the physical systems within regions.
- 8.2.8.C Compare and contrast the ways continuity and change have impacted Pennsylvania history. Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations
- 8.3.8.C Summarize how continuity and change have impacted US history - Physical and human geography
- 8.4.8.A Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.8.C Illustrate how continuity and change have impacted world history - Physical and human geography
- 8.4.8.D Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.

PA Standards Reading and Writing in History and Social Studies:

- CC.8.5.6-8.A Cite specific textual evidence to support analysis of primary and secondary sources.
- CC.8.5.6-8.E Describe how a text presents information (e.g., sequentially, comparatively, causally).
- CC.8.5.6-8.F Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CC.8.5.6-8.H Distinguish among fact, opinion, and reasoned judgment in a text.
- CC.8.5.6-8.G Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CC.8.6.6-8.G Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CC.8.6.6-8.F Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CC.8.6.6-8.D With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

Content:

- Impact of climate, altitude and currents on biomes
- Impact of humans on different environments
- Representing environmental data on graphs
- Identify components of ecosystems
- The relationship between climate change and natural environments
- Impact of continuity and change locally

Skills:

- Identify and develop concern for well being of human communities and natural environment
- Synthesize information to make valid, well-supported arguments
- Use visual diagrams to generate new ideas and thinking
- Represent and interpret data using graphs
- Formulate factual, topical, conceptual, and debatable questions

Inquiry Questions: (include factual, conceptual, debatable)

- **Factual:**
 - What are biomes and where can they be found? How does climate affect the make-up of a biome? How is climate represented on a graph? How is climate change affecting the natural environments of the world?
- **Conceptual:**
 - How do different environments work as systems? What impact have humans had on different environments? How can sustainability help different environments?
- **Debatable:**
 - To what extent should humans protect the natural environment?

Resources:

Grace, Paul. "Unit 2: Why are Natural Environments Important to Individuals and Societies?" *Individuals and Societies for the IB MYP 2*, Hodder Education, 2016, pp. 24–53.

Unit #3

Title: What was life like in the Middle Ages?

Key Concept	Related Concept(s)	Global Context
Time, Place, and Space	Perspective; Identity	Fairness and development

Conceptual understanding(s):

We can study the past through examining various perspectives of a time period to gain better understanding.

Statement of Inquiry:

The identity and development of past societies can be explored through the perspectives of people who lived there.

PA Academic Standards Social Studies:

- 5.2.8.A Summarize the role of citizens in terms of rights and responsibilities in different government systems.
- 5.2.8.B Describe how citizens resolve conflicts in society and government.
- 5.3.8.J Compare democracy to totalitarianism.
- 7.1.8.A Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.
- 7.2.8.A Explain the characteristics of places and regions.
- 6.4.8.B Compare the standard of living in different times and places.
- 8.1.8.B Compare and contrast a historical event using multiple points of view from primary and secondary sources
- 8.1.8.C Produce an organized product on an assigned topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.
- 8.4.8.B Illustrate how historical documents, artifacts, and sites are critical to world history
- 8.4.8.C Illustrate how continuity and change have impacted world history
- 8.4.8.D Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.

PA Standards Reading and Writing in History and Social Studies:

- CC.8.5.6-8.D Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CC.8.6.6-8.G Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- CC.8.6.6-8.H Draw evidence from informational texts to support analysis, reflection, and research.
- CC.8.6.6-8.A Write arguments focused on discipline-specific content.
 - Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.

Content:

- Major global developments that occurred during the Middle Ages
- Different aspects of people's lives during the Middle Ages
- Impact of the decline of the Roman Empire

- Expansion of empires during the Middle Ages

Skills:

- Gather and organize relevant information to formulate an argument
- Organize and depict information logically
- Formulate clear and focused research questions
- Formulate and follow an action plan to investigate a research question

Inquiry Questions: (*include factual, conceptual, debatable*)

- **Factual:**
When was the Middle Ages? What was the impact of the decline of the Roman Empire? How was society structured during the Middle Ages? What was life like in Britain during the Middle Ages? Which empires expanded their influence during the Middle Ages? What was life like in China during the Middle Ages?
- **Conceptual:**
What perspectives can be used to study the past? Why is continuity important to the study of history? How do misrepresentations in history shape our understanding of the past?
- **Debatable:**
To what extent can our understanding of a historical period be shaped by different historians' perspectives?

Resources:

Grace, Paul. "Unit 3: What Was Life Like in the Middle Ages?" *Individuals and Societies for the IB MYP 2*, Hodder Education, 2016, pp. 54–79.

Unit #4

Title: How does exploration affect global interactions?

Key Concept	Related Concept(s)	Global Context
Global interactions	Causality	Orientation in space and time

Conceptual understanding(s):

Exploration has multiple causes as well as intended and unintended consequences.

Statement of Inquiry:

In the past, humans explored the world, and continue to do so, for a variety of reasons. This exploration often affects global interactions in both positive and negative ways.

PA Academic Standards Social Studies:

- 5.4.8.A Describe how national interests lead to agreements and conflicts between and among countries.
- 5.4.8.B Describe the foreign policy tools of diplomacy, economic aid, military aid, sanctions, and treaties.
- 5.4.8.D Describe how mass media influences our view of international events.
- 6.3.8.D Explain how government actions may affect international trade.
- 7.2.8.B Explain the physical processes that shape patterns on Earth's surface.

- 8.1.8.A Compare and contrast events over time and how continuity and change over time influenced those events
- 8.1.8.B Compare and contrast a historical event, using multiple points of view from primary and secondary sources
- 8.1.8.C Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.

PA Standards Reading and Writing in History and Social Studies:

- CC.8.5.6-8.H Distinguish among fact, opinion, and reasoned judgment in a text.
- CC.8.5.6-8.I Analyze the relationship between a primary and secondary source on the same topic.
- CC.8.5.6-8.F Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CC.8.5.6-8.G Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CC.8.6.6-8.F Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- CC.8.6.6-8.D With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

Content:

- Role of exploration in different time periods
- Causes and consequences of the Age of Exploration
- Role of industrialization on exploration
- Exploration in the 21st Century
- Relationship between exploration and exploitation

Skills:

- Make connections between various sources of information
- Gather and organize relevant information to formulate an argument
- Develop research questions
- Formulate and enact an action plan
- Write to inform others - Communicate information and ideas effectively using an appropriate style for the audience and purpose

Inquiry Questions: *(include factual, conceptual, debatable)*

- **Factual:**
How did exploration affect early societies? What were the causes and consequences of the "Age of Exploration"? How did industrialization affect exploration? What examples are there of female explorers? What examples are there of exploration in the 21st century?
- **Conceptual:**
Why do people explore? What are the causes and consequences of exploration?
- **Debatable:**
To what extent does exploration lead to exploitation?

Resources:

Grace, Paul. "Unit 4: How Does Exploration Affect Global Interactions?" *Individuals and Societies for the IB MYP 2*, Hodder Education, 2016, pp. 80-107.

Unit #5**Title: How can energy be produced sustainably?****Key Concept**

Time, space, and place

Related Concept(s)

Resources

Global Context

Scientific and Technical innovation

Conceptual understanding(s):

Resources have been used by humans in different ways depending on time, space and place.

Statement of Inquiry:

Over time, humans around the world have learned to use resources in innovative ways for sustainability.

PA Academic Standards Social Studies:

- 8.2.8.C Compare and contrast the ways continuity and change have impacted Pennsylvania history - technology, commerce and industry
- 8.2.8.D Compare and contrast examples of how conflict and cooperation among groups and organizations impacted the history and development of Pennsylvania - economic stability
- 8.3.8.C Summarize how continuity and change have impacted U.S. history - commerce and industry, technology
- 8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. - economic stability
- 8.4.8.C Illustrate how continuity and change have impacted world history - commerce and industry, technology

PA Standards Reading and Writing in History and Social Studies:

- CC.8.5.6-8.B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CC.8.5.6-8.C Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- CC.8.5.6-8.F Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CC.8.6.6-8.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Content:

- The use of resources around the world
- Renewable, non-renewable and sustainable resources
- Abiotic and biotic resources
- Explore how energy is produced by different resources and the opportunities and challenges associated with this.

- Sustainable approaches to energy usage in our local communities.

Skills:

- Gather and organize relevant information to formulate an effective argument
- Evaluate evidence and arguments
- Interpret different perspectives and their implications
- Produce a written paper that evaluates differing perspectives and supports a point of view

Inquiry Questions: *(include factual, conceptual, debatable)*

- **Factual:**
What are natural resources? What are human and economic resources? What are the differences between renewable, non-renewable and sustainable resources?
- **Conceptual:**
What are the arguments for and against different sources of energy production?
- **Debatable:**
What is the best way to use the environment and its resources to produce energy for the good of the Earth? Defend your answer with evidence.

Resources:

Grace, Paul. "Unit 5: How Can Energy Be Used Sustainably?" *Individuals and Societies for the IB MYP 2*, Hodder Education, 2016, pp. 108-127.

Unit #6

Title: How have innovations and ideas changed the world?

Key Concept	Related Concept(s)	Global Context
Change	Causality, innovation and revolution	Personal and cultural expression

Conceptual understanding(s):

Certain ideas and innovations have the capacity to change the way we live.

Statement of Inquiry:

Innovations and ideas are developed by a variety of causes and can bring about lasting change to individuals and societies.

PA Academic Standards Social Studies:

- 5.1.8.F Analyze how political symbols are used by the media and leaders to influence public opinion.
- 5.3.8.H Describe the influence of mass media on the government.
- 5.4.8.D Describe how mass media influences our view of international events.
- 6.4.8.A Explain how specialization contributes to economic interdependence on a national level.
- 6.4.8.C Explain the influence of multinational corporations and other non-government organizations.

6.4.8.D Explain how the level of transportation, communication networks, and technology affect economic interdependence.

8.1.8B Compare and contrast a historical event, using multiple points of view from primary and secondary sources

8.2.8D Compare and contrast examples of how conflict and cooperation among groups and organizations impacted the history and development of Pennsylvania

8.4.8A Compare the role groups and individuals played in the social, political, cultural and economic development throughout the world

8.4.8D Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world

PA Standards Reading and Writing in History and Social Studies:

CC.8.5.6-8.C Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CC.8.5.6-8.D Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CC.8.6.6-8.B Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style and objective tone.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

Content:

- Examples of ideas and innovations from history.
- Explore the time periods of the Renaissance and the Enlightenment and look at some of the main ideas and innovations.
- How ideas and innovations can solve issues in our local communities.

Skills:

- Analyze a range of sources and data in terms of origin and purpose, examining value and limitations
- Develop valid, well-supported arguments
- Write an informative essay that responds to a specific research question
- Evaluate the research process and results
- Develop an action plan for a short, informative presentation
- Create and present an oral presentation

Inquiry Questions: *(include factual, conceptual, debatable)*

• **Factual:**

What innovation and ideas came about from the Renaissance? Who were the significant individuals of the Renaissance? What were some of the important changes that occurred during the Enlightenment?

- **Conceptual:**
What is an idea or innovation? What makes an innovation or idea significant?
- **Debatable:**
To what

Resources:

Grace, Paul. "Unit 6: How Have Innovation and Ideas Changed the World?" *Individuals and Societies for the IB MYP 2*, Hodder Education, 2016, pp. 128-149.

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How Government Works (Local govt) Consider for an IDU

Documents and Ideals that Shape Pennsylvania and US Government	5.1.8.D Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents: Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution
Individual Rights	5.1.8.E Compare and contrast the individual rights guaranteed by the PA Constitution versus the U.S. Constitution.
Symbols	5.1.8.F Analyze how political symbols are used by the media and leaders to influence public opinion.
Leadership and Public Service	5.2.8.C Describe the role of political leadership and public service.
Competent and Responsible Citizens	5.2.8.D Describe the citizen's role in the political process.
Branches of Government	5.3.8.A Compare and contrast the responsibilities and powers of the three branches of government between Pennsylvania and the Federal government.
Structure, Organization and Operation of Government	5.3.8.B Compare and contrast the policy-making process between Pennsylvania and the federal government.
Government Services	5.3.8.C Describe how local, state, and national governments provide services.
Leadership and Political Elections	5.3.8.D Identify leadership positions and the role of political party affiliation at the local, state, and national levels.
Elements of the Election Process	5.3.8.E Describe the closed primary voting process in Pennsylvania.
Conflict and the Court System	5.3.8.F Explain the various judicial levels
Interest Groups	5.3.8.G Explain the role of interest groups in the federal government process.
Media Influences	5.3.8.H Describe the influence of mass media on government.
Taxes	5.3.8.I Describe various types of projects and services provided through local, state, and national taxes.
Goods and Services	6.3.8.A Assess the value of public goods and services.
Government Involvement in	6.3.8.B Predict how changes to government involvement at the state and national levels

the Economy	may affect the economy.
Taxation	6.3.8.C Compare and contrast the effects of different taxation policies.