

SOCIAL STUDIES 8 COURSE OVERVIEW (subject to change)

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Length	Unit Topic	Significant Concepts	AOI	MYP Unit Question	MYP Objectives	MYP Assessment	Local Standards
2 weeks	The dramatic changes in society during times of crisis such as invasion. Chaos at the end of the Roman Empire and the start of the “dark ages.”	Change Time and Place	Approaches to Learning: Collaboration Communication Transfer Thinking	Were conditions in Britain after the collapse of the Roman Empire similar to those predicted for survivor societies after nuclear war?	A: Knowing and Understanding Demonstrates knowledge and understanding of the consequences of social, political and economic chaos using examples, descriptions and explanations C: Thinking critically Make connections between information to make valid, well-supported arguments D: Communicating Communicate information and ideas in a classroom exchange of opinion.	In “survivor” groups, students predict social, political and economic conditions in survivor societies like New Zealand after the collapse of northern powers in a nuclear war. Students compare their predictions for post nuclear society with the early medieval world which resulted from the collapse of the Roman Empire.	Identify factors that influence the development and decline of world civilizations Characterize different time periods in history and identify key turning points that marked periods of change
2 weeks	Narratives related to World History/The Legend of King Arthur	Culture and Identity Values Values shape social, and cultural identities	Approaches to Learning Information Literacy Selecting and organizing information Inquiring — questioning and challenging information	Why do historical legends continue to be told and retold?	A: Knowing and Understanding Demonstrate knowledge and understanding of the legend of King Arthur as a depiction of the Celtic response to the Saxon invasions of Britain B: Investigating Identify various re-tellings of the Arthurian legends Use the Noodlebib method to accurately collect and record appropriate information. C: Thinking Critically Analyse and evaluate a source in terms of origin and purpose, recognizing values/limitations	Students differentiate between the legend of King Arthur and historical fact They analyze the legend for the values it reveals. They identify evidence of its enduring fascination by compiling a bibliography. They note the echoes of King Arthur in the Harry Potter series.	Students will know and understand the narratives related to World History (7th to 15th Century) Compare different interpretations and assessments of the significance of people & events, over time (significance)
1 week	Artistic and Cultural expression during “the Dark Ages”/The Saxon Treasure Hoard	Aesthetics Culture, Time and Place	Approaches to Learning Information Literacy, Thinking	Does the Saxon Treasure Hoard have a value beyond its worth as precious metal?	B: Investigating Follows an action plan effectively to investigate a research question C: Thinking Critically Analyse and evaluate a source in terms of origin and purpose, recognizing values and limitation	Students evaluate the importance of the recent discovery of a Saxon treasure hoard for the information it reveals about Saxon society.	Use Social Studies inquiry processes (ask questions, gather, interpret & analyze ideas, & communicate findings and

							decisions)
2 weeks	Narratives related to World History/Beowulf The Hobbit, Lord of the Rings & Harry Potter	AestheticsCulture,Time and Place	Approaches to LearningTransfer, Thinking, Communication	Does Beowulf have value beyond its worth as a great story?	A: Knowing and UnderstandingShow knowledge & understanding of famous stories B: InvestigatingFollow a simple action plan to investigate a research question C: Thinking criticallyMake connections between information to give an opinion D: CommunicatingCommunicate information and ideas in the form of a letter Organize information and ideas in a way that is appropriate to a fan letter	Summative Assessment Students explain the popular appeal of Harry Potter ,The Hobbit & Lord of the RingsThey make a chart of The Hero's JourneyThey identify connections between these stories and Beowulf.They check to see if the Saxon Hoard authenticates details in Beowulf.Students write a letter of appreciation to the presenter of a spoken performance of Beowulf	Students will know and understand the narratives related to World History (7th to 15th Century
2 weeks	Artistic and Cultural expression during the Viking Age	IdentityAestheticsCulture,	Approaches to LearningInformation Literacy, ThinkingCommunication	Do the Vikings deserve their reputation for violence?	A: Knowing and Understanding B: Investigating C: Thinking Critically D: Communicating	Students compare newspaper reviews of the Viking exhibition in the National Museum of Copenhagenand present their own conclusions.	Use Social Studies inquiry processes (ask questions,gather, interpret & analyze ideas,& communicate findings anddecisions)
2 weeks	The dramatic changes in society during times of crisis such as invasion. /The Bayeux Tapestry	PerspectiveTime, Place and Space	Approaches to LearningOrganization, CollaborationThinking	Is the Bayeux tapestry a reliable account of the Norman Conquest?	A: Knowing and Understanding B: Investigating C: Thinking Critically D: Communicating	Students identify the bias in the Bayeux Tapestry account of the Norman invasion of Saxon England.They complete the story by working in groups to produce their own tapestry panels.	Demonstrateawareness of artistic expression as a reflection of the culture in which it is produced.
1 week	Religious Systems & Spiritual Practices,/Gothi	AestheticsCultureChangeConnections	Approaches to Learning: Thinking,Communication, Tra	If Gothic cathedrals express the dominant values of medieval society are the values of modern	A: Knowing and Understanding B: Investigating C: Thinking Critically D: Communicating	Summative Assessment Students write an opinion on whether the	Assess and compare the significance of people over time

	c Cathedrals		nsfer	societyalso expressedby architecture?		people of China should be proud of their First Emperor?	and place and from different perspectives
5 weeks	The spread of major religions /Islam and theCrusades	PerspectiveCommunicationG lobal Interactions	Approaches to LearningTransfer,Information Literacy,Thinking,Communication	The word "crusade" is often used to describe a campaign for a good cause. Is it appropriate to use the word "crusade" in this way?	A: Knowing and UnderstandingB: InvestigatingC: Thinking CriticallyD: Communicating	Summative Assessment Students compare western interpretations of the term "crusade" with its historic associations in the Moslem world. They write to the editors of the Readers Digest regarding the appropriateness of a "Crusade against bullying" headline.	Explain different perspectives on past or present people, places, issues, and events, and distinguish between worldviews of today and the past
3 weeks	Narratives related to World History/The Travels of Marco Polo	DiversityNetworks	Approaches to LearningCommunication,Information Literacy	Does it matter whether or not Marco Polo actually went to China?	A: Knowing and UnderstandingB: InvestigatingC: Thinking CriticallyD: Communicating	Students attempt to convince an audience to believe their account of a journey they may or may not have made to test the possibility that Marco Polo never visited the places he described in his narrative.	Students willask questions and corroborate inferences about the content and origins of multiple sources. (evidence)
3 weeks	The development of new systems of power, authority and government/The First Emperor of China	IdentityPerspectiveValuesAs complex societies emerged, newsystems of power, authority, &government developed.	Approaches to Learning: Thinking,Communication,Transfer	Should the people of China be proud of their First Emperor?Should the people of China be proud of the Tianamen Square "Tank Man."?	A: Knowing and UnderstandingB: InvestigatingC: Thinking CriticallyD: Communicating	Summative Assessment Students write an opinion on whether the people of China should be proud of their First Emperor?	Assess and compare the significance of people over time and place and from different perspectives
2 weeks	Foundations and core beliefs/Confucius	Logic SystemsValues shape political & social identities.	LearningReflection,Communication,Transfer	Would it be ethical for a student of Confucian philosophy to cheat on the imperial examination for government service?	A: Knowing and UnderstandingB: InvestigatingC: Thinking CriticallyD: Communicating	Students plan and carry out ingenious ways to cheat on a Confucian philosophy testIn a written explanation, they explore the paradox of cheating in an exam on Confucian ethics.	Make reasoned ethical judgments about controversial actions in the past and present after considering the context and standards of rightand wrong (ethical judgment)
2 weeks	Influence of	Culture,ValuesAncient	Approaches to	Is making a Mandala an	A: Knowing and UnderstandingB:	Students work	Religious systems

	major religions/Buddhism	cultural practices & traditions have a major influence on societies today.	LearningCollaborationReflection	experience that will change me?	InvestigatingC: Thinking CriticallyD: Communicating	together to make their own mandalas to illustrate the Eightfold Path to Nirvana	and spiritual practices
2 weeks	The dramatic changes in society during times of crisis such as disease. /The Black Death	Time, Place and SpaceCommunities	Approaches to LearningCollaboration,Transfer	Is the medical diagnosis of the Black Death the best explanation of the fear it created?	A: Knowing and UnderstandingB: InvestigatingC: Thinking CriticallyD: Communicating	Students work together to create medieval Bubonic Plague public information advice in the style of SARS and INFLUENZA prevention posters.	Determine and assess the long- and short-term causes and consequences of an event
3 weeks	The dramatic changes in society during times of crisis such as invasion. /Joan of Arc	IdentityPerspective	Approaches to LearningInformation Literacy, Thinking, Transfer, Communication	Why does the story of Joan of Arc continue to be told and retold?	A: Knowing and UnderstandingB: InvestigatingC: Thinking CriticallyD: Communicating	Students identify evidence of the enduring fascination of Joan of Arc by compiling a bibliography & filmography. They analyze a Joan of Arc painting	Explain different perspectives on past people, and distinguish between worldviews of today and the past
3 weeks	Artistic and cultural expression during the Renaissance	Causality,Creativity	Approaches to LearningReflection, Thinking, Communication	Would the models in Renaissance paintings be reliable guides to the genius of the artists?	A: Knowing and UnderstandingB: InvestigatingC: Thinking CriticallyD: Communicating	Students provide a "live" commentary on the process of creating a Renaissance work of art	Identify periods of significance