

Individuals and Societies Grades 9 and 10

Directions: Please write a description of the subject areas reflected below. Describe in paragraph form the program components and highlights. You can refer to the [Subject Guides](#) as well as AERO, etc. for additional information. Please keep the descriptions clear, brief, and clearly flowing from 6-12.

General Description	
Grade 6	<p><u>Individuals and Societies: Geography</u></p> <p>Students will study the geography of the world, which will be divided into two branches: physical and human. Physical geography is the study of natural features on the surface of the earth, whereas, human geography is the study of people as they have spread across the Earth. Lessons are designed to teach critical thinking, cooperative learning, research proficiency, seamless integration of technology and mastery of geography skills. Using the AERO standards and a hands-on project based approach to learning students will use the tools of geography to view, analyze and understand the world around them.</p> <p><u>Global Perspectives</u></p> <p>The program is designed to develop the skills of research, (primarily notetaking skills), as well as analysis, evaluation, reflection, collaboration and communication. It is interdisciplinary in nature, as it strengthens links across English as a first or second language, mathematics, and science. Skills in grade 6 are taught through a focus on local issues, using a personal, local and global perspective.</p> <p>Students begin with group projects and conclude with an individual action based project enabling teachers and students to assess how skills have developed throughout the program.</p>
Grade 7	<p><u>Individuals and Societies: World History</u></p> <p>Students will study the time period from early humans and the rise of civilization through ancient Rome. Using the AERO</p>

	<p>standards and a hands-on project based approach to learning students will explore the great early civilizations of Egypt, India, China, Greece and Rome. Lessons are designed to teach critical thinking, cooperative learning, research proficiency, essay writing and the acquisition of geography skills. From the magnificent pyramids of Giza to the rise of democracy in ancient Greece, students will discover the secrets of these ancient cultures that continue to influence the modern world.</p> <p><u>Global Perspectives</u></p> <p>The program is designed to develop the skills of research, (primarily notetaking skills), as well as analysis, evaluation, reflection, collaboration and communication. It is interdisciplinary in nature, as it strengthens links across English as a first or second language, mathematics, and science. Skills in grade 7 are taught through a focus on climate change, using a personal, local and global perspective.</p> <p>Students conclude with an individual action based project enabling teachers and students to assess how skills have developed throughout the program.</p>
Grade 8	<p><u>Individuals and Societies : World History</u></p> <p>Students will study the time period beginning with Europe during medieval times to Europe entering the modern age. Using the AERO standards and a hands-on project based approach to learning students will explore the legacy of civilizations of Europe, The Middle East, Africa, China, Japan and The Americas. Lessons are designed to teach critical thinking, cooperative learning, research proficiency, essay writing and the acquisition of geography skills. From the decline of feudalism to revolutions in exploration and thought, students will discover rich connections to the past.</p> <p><u>Global Perspectives</u></p> <p>The program is designed to utilize the skills of research, analysis, evaluation, reflection, collaboration and communication. It is interdisciplinary in nature, as it strengthens links across English as a first or second language, mathematics, and science. Skills in grade 8 are taught through a focus on global issues, using a personal, local and global perspective. Students begin with group</p>

	<p>projects and conclude with an individual action based project enabling teachers and students to assess how skills have developed throughout the program.</p>
<p>Grade 9</p>	<p><u>Individuals and Societies: World History I</u></p> <p>This course seeks to develop in students the necessary skills to inquire and investigate into historical, political, economic, social and cultural factors that shape the world around us, as well as recognize that content and methodology can be debatable and controversial, and they need practicing the tolerance of uncertainty. In order to do so the students enhance their conceptual understanding of the big ideas in history (i.e. cause and effect, continuity and change, perspective, and significance). Specifically, in year 9 the students study the rise of modernity through a careful selection of topics chronologically sequenced from the Renaissance through the Industrial Revolution.</p> <p><u>Global Perspectives</u> This course seeks to develop research, organizational, and time management skills through analyzing globalized perspectives, issues, and events. Students will be required to create team projects, individual reports, and written papers.</p>
<p>Grade 10</p>	<p><u>Individuals and Societies: World History II</u></p> <p>This course is a continuation of the grade 9 course not only chronologically but also in that it seeks to further develop the notion of what makes us modern as well as deepen the students' conceptual understanding of the big ideas in history (i.e. cause and effect, continuity and change, perspective, and significance) through inquiry and investigation in some of the major topics of the 20th century. Students collect, describe and analyze data used in studies of societies; test hypotheses; and learn how to interpret increasingly complex information, including original source material.</p> <p><u>Global Perspectives</u> This course is a continuation of the 9th grade offering and seeks to develop research, organizational, and time management skills through analyzing globalized perspectives, issues, and events. Students will be required to create team projects, individual</p>

	reports, and written papers.
Grade 11/12	<p><u>History Standard level</u> In History Standard Level students gather knowledge and explore a range of historical concepts fostering a sense of inquiry. History is an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today. There are six concepts that have a particular prominence in the course: 1) Change, 2) Continuity, 3) Causation, 4) Consequence, 5) Significance, and 6) Perspectives. Students will study a range of topics from the 19th and 20th century world history to develop their conceptual understanding and will be externally assessed at the end of the two year course. Students will also complete an Internal Assessment component of the course which contributes 25% towards the final grade.</p> <p><u>History Higher level</u> In History Higher Level students gather knowledge and explore a range of historical concepts fostering a sense of inquiry. History is an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today. There are six concepts that have a particular prominence in the course: 1) Change, 2) Continuity, 3) Causation, 4) Consequence, 5) Significance, and 6) Perspectives. Students will study a range of topics from the 19th and 20th century world history as well as three topics from the history of Europe option to develop their conceptual understanding. Students will be externally assessed at the end of the two year course and will also complete an internally assessed component of the course which contributes 25% towards the final grade.</p>