

Grade 12 History Global Insights Yearly Plan 2018-2019

August 28, 2018--November 1, 2018	November 4, 2018--January 17, 2019	January 20, 2019--March 21, 2019	March 24, 2019--June 3, 2019
<p>Unit 1: Globalization</p> <ul style="list-style-type: none"> • Explain concept of resources • How resources are essential to creation/sustaining of regional wealth • Outline factors influencing world demographic trends (ie population, infant mortality, ratio young/old, men/women) • Identify ways countries are becoming increasingly interdependent • Predict future global demographic changes and the economic, environmental and social implications <p>Unit 2: Changes of an Emerging Market (China, India, Brazil)</p> <ul style="list-style-type: none"> • Analyze causes of economic disparity in local/regional communities • Analyze relationship between countries and shared resources • Understand how economies and environments in some places can be affected by decisions made elsewhere • Analyze impact on natural and human systems of urbanization • Evaluate the significance to protect resources and environments <p>Project:</p> <ul style="list-style-type: none"> • Government Dossier (Q1) • Unit 1 Essay (Q1) • Unit 2 Presentation (Q1) <p>Field Trip:</p> <ul style="list-style-type: none"> • TBD 	<p>Unit 3: Africa</p> <ul style="list-style-type: none"> • Analyze impact of different modalities of agriculture (past/present) • Evaluate the economic, social and ecological impacts of extracting resources • Analyze the economic and environmental effects of colonialism and neocolonialism on selected countries • Evaluate the role played by NGOs and local community initiatives <p>Unit 4: Latin America</p> <ul style="list-style-type: none"> • Evaluate the economic, social and ecological impacts of extracting resources • Analyze the economic and environmental effects of colonialism and neocolonialism on selected countries • Evaluate the performance of selected transnational corporations with respect to the promotion of environmental sustainability and human rights • Examine case study on specific situation where resource development has contributed to the destruction of an ecosystem (ie mega dams, logging, mining, tourism, oil extraction) <p>Midterm Review (1 week) *Units reduced by one subtopic to account for review week.</p> <p>Project:</p> <ul style="list-style-type: none"> • Unit 3 Debate (Q2) • Unit 4 Combo (Q2) <p>Field Trip:</p> <ul style="list-style-type: none"> • TBD 	<p>Unit 5: Kuwait & Its Future</p> <ul style="list-style-type: none"> • How resources are essential to creation/sustaining of regional wealth • Evaluate the economic, social and ecological impacts of extracting resources • Predict future Kuwaiti demographic changes and the economic, environmental and social implications <p>Project:</p> <ul style="list-style-type: none"> • Thesis Statement (Q3) • Thesis Draft (Q3) <p>Field Trip:</p> <ul style="list-style-type: none"> • National Library of Kuwait 	<p>21st Century Learning This unit will focus on the skills identified below. Students can choose any (approved) social topic of interest to research and present.</p> <ul style="list-style-type: none"> • Thesis Design • Research Skills • MLA Citation • Networking (expert request) • Thesis Defense <p>Project:</p> <ul style="list-style-type: none"> • Thesis Project (Q4) <ul style="list-style-type: none"> ○ Part I Thesis ○ Part II Thesis Binder ○ Part III Presentation <p>Final Review (1 week)</p> <ul style="list-style-type: none"> • No final review if Thesis Presentation project approved

Global Citizenship: Identity & Belonging ¹	Global Citizenship: Conflict & Peace ²	Global Citizenship: Sustainable Living ³	Global Citizenship: Equality & Responsibilities ⁴
--	--	--	---

¹ <https://schoolsonline.britishcouncil.org/international-learning/global-themes>

² Refer to footnote 1.

³ Refer to footnote 1.

⁴ Refer to footnote 1.

Grade 8 English Language Arts Yearly Planner--1st Quarter

Sunday	Monday	Tuesday	Wednesday	Thursday
			29-8	30-8
2-9	3-9	4-9	5-9	6-9
9-9	10-9	11-9	12-9 Islamic New Year No School	13-9
16-9	17-9	18-9 Early Release Day	19-9 Early Release Day	20-9
23-9	24-9	25-9	26-9	27-9
30-9	1-10	2-10	3-10	4-10
7-10	8-10	9-10 Early Release Day	10-10	11-10
14-10	15-10	16-10	17-10	18-10 IEP Meetings No School for Students
21-10 IEP Meetings No School for Students	22-10	23-10	24-10	25-10
28-10	29-10	30-10	31-10	1-11

Grade 8 English Language Arts Yearly Planner--2nd Quarter

Sunday	Monday	Tuesday	Wednesday	Thursday
4-11	5-11	6-11	7-11 Early Release Day/ Parent Teacher Conferences	8-11 Early Release Day/ Parent Teacher Conferences
11-11	12-11	13-11 Early Release Day	14-11	15-11
18-11	19-11	20-11	21-11 Prophet's Birthday No School	22-11
25-11	26-11	27-11	28-11	29-11
2-12	3-12	4-12	5-12	6-12
9-12	10-12	11-12 Early Release Day	12-12	13-12
16-12	17-12	18-12	19-12	20-12
6-1	7-1	8-1	9-1	10-1
13-1	14-1	15-1 Early Release Day	16-1	17-1

Grade 8 English Language Arts Yearly Planner--3rd Quarter

Sunday	Monday	Tuesday	Wednesday	Thursday
20-1	21-1	22-1	23-1	24-1
27-1	28-1	29-1	30-1 Early Release Day Parent Teacher Conferences	31-1 Early Release Day Parent Teacher Conferences
3-2	4-2	5-2	6-2	7-2
10-2	11-2	12-2	13-2	14-2
17-2	18-2	19-2 Early Release Day	20-2	21-2
24-2	25-2 National & Liberation Holiday--No School	26-2 National & Liberation Holiday--No School	27-2	28-2
3-3	4-3	5-3	6-3	7-3
10-3	11-3	12-3 Early Release Day	13-3	14-3
17-3	18-3	19-3	20-3	21-3

Grade 8 English Language Arts Yearly Planner--4th Quarter

Sunday	Monday	Tuesday	Wednesday	Thursday
24-3	25-3	26-3	27-3 Early Release Day Parent Teacher Conference	28-3 Early Release Day Parent Teacher Conference
7-4	8-4	9-4	10-4	11-4
14-4	15-4	16-4 Early Release Day	17-4	18-4
21-4	22-4	23-4	24-4	25-4
28-4	29-4	30-4	1-5	2-5
5-5	6-5	7-5	8-5	9-5
12-5 IEP Meetings No School for Students	13-5	14-5	15-5	16-5
19-5	20-5	21-5	22-5	23-5
26-5	27-5	28-5	29-5	30-5
2-6	3-6			