



<b>China</b> New Unit being developed	<b>Terrorism</b>	<b>USA</b>	<b>Power</b> New Unit being developed	<b>Research – International Issue</b>	<b>Social Inequality</b>
<p><b>Learning and Teaching Focus:</b></p> <p><b>Pupils will:</b></p>	<p><b>Learning and Teaching Focus:</b></p> <p><b>Pupils will:</b>            Describe different types of terrorism</p> <p>Exploring different perceptions of terrorism</p> <p>Explain the causes of terrorism</p> <p>Investigate case studies of terrorism</p> <p>Describe impacts and consequences of terrorism</p>	<p><b>Learning and Teaching Focus:</b></p> <p><b>Pupils will:</b>            Define what the American Dream and Capitalism are.</p> <p>Explain key migrant terms and definitions.</p> <p>Explain reasons why people immigrate to the USA.</p> <p>Describe causes of a social issue.</p> <p>Identify who commits crime and why.</p> <p>Explain why African Americans experience inequality in the crime and justice system.</p> <p>Explain arguments for and against the use of guns.</p> <p>Evaluate arguments for and against the use of guns.</p> <p>Explain arguments for and against the death penalty.</p> <p>Evaluate arguments for and against the death penalty.</p> <p>Analyse evidence about the death penalty and race.</p> <p>Justify choosing an option using source evidence.</p>	<p><b>Learning and Teaching Focus:</b></p> <p><b>Pupils will:</b>            Define what is power</p> <p>Identify which people and organisations have the most power in our world today</p> <p>Compare what are the limits of power in dictatorships compared to democracies</p> <p>Describe how the power and influence of international corporations is growing in today's world</p> <p>Explore how our opinions of the powerful is manipulated by the media</p> <p>Explore if the media poses a threat to democracy?</p> <p>Investigate who are the powerless, and why</p> <p>Describe what can, and should, be done to change the world we live in</p>	<p><b>Learning and Teaching Focus</b></p> <p><b>Pupils will:</b>            Describe a recent international crisis</p> <p>Explain and analyse key features of the international crisis</p> <p>Evaluate the effectiveness of research methods.</p> <p>Make reasoned and supported conclusions</p>	<p><b>Learning and Teaching Focus:</b></p> <p><b>Pupils will:</b>            Define what poverty is.</p> <p>Explain the causes of poverty.</p> <p>Explain the consequences of poverty.</p> <p>Describe how inequality in Scotland and/or UK is a problem.</p> <p>Describe attempts to tackle poverty/inequality by the UK and Scottish Governments.</p> <p>Explain why many people in the UK have good health while others do not.</p> <p>Describe government responses to poor health in Scotland/UK.</p> <p>Draw reasoned conclusions using source evidence.</p>
<p><b>Home learning:</b>            What do people need to improve their life task</p>	<p><b>Home learning:</b></p>	<p><b>Home learning:</b>            Option Choice Past Paper Question.            Revision for end of unit assessment.</p>	<p><b>Home learning:</b></p>	<p><b>Home learning:</b>            Completion of AVU.</p>	<p><b>Home learning:</b>            Research evidence of poverty locally.            Conclusion Past Paper Question.            Revision for end of unit assessment.</p>

<p><b>Assessment Approach and evidence gathered:</b></p>	<p><b>Assessment Approach and evidence gathered:</b></p> <p>Ongoing class work.</p> <p>Timed end of Unit assessment.</p>	<p><b>Assessment Approach and evidence gathered:</b></p> <p>Ongoing class work.</p> <p>Timed end of Unit assessment.</p>	<p><b>Assessment Approach and evidence gathered:</b></p>	<p><b>Assessment Approach and evidence gathered:</b></p> <p>Completed AVU at N3/4/5 standards.</p>	<p><b>Assessment Approach and evidence gathered:</b></p> <p>Ongoing class work.</p> <p>Timed end of unit assessment.</p>
<p><b>Key Skills : Literacy/Numeracy/ HWB/ Digital Literacy</b></p> <p>I can discuss and explain factual information with confidence</p> <p>I can research key issues/events using written and digital media</p>	<p><b>Key Skills : Literacy/Numeracy/ HWB/ Digital Literacy</b></p> <p>I can present information in a variety of ways; oral, written, digital</p>	<p><b>Key Skills : Literacy/Numeracy/ HWB/ Digital Literacy</b></p> <p>I can discuss and explain factual information with confidence</p> <p>I can select and create my own notes using a variety of evidence; written, visual and digital.</p> <p>I can research key issues/events using written and digital media</p> <p>I can write very detailed descriptions and explanations</p>	<p><b>Key Skills : Literacy/Numeracy/ HWB/Digital Literacy</b></p> <p>I can discuss and explain factual information with confidence</p> <p>I can select and create my own notes using a variety of evidence; written, visual and digital.</p> <p>I can research key issues/events using written and digital media</p>	<p><b>Key Skills : Literacy/Numeracy/ HWB/ Digital Literacy</b></p> <p>I can write very detailed descriptions and explanations</p> <p>I can research key issues/events using written and digital media</p> <p>I can interpret key data from diagrams and tables</p> <p>I can gather geographical information and draw conclusions</p> <p>I can present information logically and clearly</p>	<p><b>Key Skills : Literacy/Numeracy/ HWB/Digital Literacy</b></p> <p>I can write very detailed descriptions and explanations</p> <p>I can gather geographical information and draw conclusions.</p> <p>I can compare and contrast information on a topic</p> <p>I can present information logically and clearly</p> <p>I can make reasoned conclusions using source evidence.</p>
<p><b>Skills for learning, work and life</b></p> <p>Thinking</p> <p>Personal reflection</p> <p>Decision making</p> <p>Communication skills – written, verbal, digital</p> <p>Developing informed opinions</p> <p>Making sense of the work around us</p> <p>Use of digital media for research/presentation</p> <p>Working with others</p>	<p><b>Skills for learning, work and life</b></p> <p>Critical thinking</p> <p>Decision making</p> <p>Communication skills – written, verbal, digital</p> <p>Developing informed opinions</p> <p>Making sense of the work around us</p> <p>Problem solving</p> <p>Use of digital media for research/presentation</p> <p>Working with others</p>	<p><b>Skills for learning, work and life</b></p> <p>Developing organisational skills</p> <p>Developing sequence and logic</p> <p>Critical thinking</p> <p>Use of digital media for research/presentation</p> <p>Developing informed opinions</p>	<p><b>Skills for learning, work and life</b></p> <p>Developing organisational skills</p> <p>Developing sequence and logic</p> <p>Critical thinking</p> <p>Use of digital media for research/presentation</p> <p>Developing informed opinions</p>	<p><b>Skills for learning, work and life</b></p> <p>Developing organisational skills</p> <p>Critical thinking</p> <p>Developing informed opinions</p> <p>Use of digital media for research,.</p> <p>Communication skills – written and digital.</p>	<p><b>Skills for learning, work and life</b></p> <p>Critical thinking</p> <p>Communication skills- written and digital</p> <p>Developing organisational skills</p>