

Individuals & Societies: Year 1

Unit Title	Key Concept	Related concept(s)	Global Context	Statement of Inquiry	MYP subject-group objectives	ATL skills	Content (topics, knowledge, skills)
<u>Unit 1</u> Tools of a Geographer	Systems	Patterns and Trends, Sustainability	Orientation in time and space	Systems can be created to sustain life in different spaces and times.	A B C D	Communication Research	Geography, maps, longitude, latitude, scale, sustainability, Western Hemisphere, argumentative writing
<u>Unit 2</u> North America	Time, place, and space	Resources, culture	Orientation in time and space	Culture is shaped by the resources available in a particular time, place, and space.	A B C D	Thinking Communication	Western Hemisphere, compare and contrast, primary and secondary sources
<u>Unit 3</u> Central America and the Caribbean	Global Interactions	Sustainability, Scarcity, Conflict	Globalization and sustainability	Scarcity, sustainability, and conflict are influenced by the various global interactions within a society.	B C D	Communication Self-Management Research	Central America/ Caribbean, informational writing, sustainability, economics, ecotourism, governmental systems.
<u>Unit 4</u> South America	Global Interactions	Culture, Globalization, Growth	Personal and cultural expression	Global interactions impact a society's ability to grow and change while maintaining their personal and cultural traditions.	A B C D	Communication Self-Management Research	South America, cultures, economy, globalization, diversity, infrastructure.

Individuals & Societies: Year 2

Unit Title	Key Concept	Related concept(s)	Global Context	Statement of Inquiry	MYP subject-group objectives	ATL skills	Content (topics, knowledge, skills)
Unit 1: SW Asia & N. Africa	Systems	Resources Development	Globalization and sustainability	Civilizations create and utilize systems of trade for their development. Systems and geography determine distribution of resources.	A C	Self- management Research	Interactions between civilizations, patterns of trades between regions, inferences, primary sources, research, explanatory/ informative writing, geographic tools, distributions of resources
Unit 2: Europe	Change	Culture Rights Doctrines Social Positions	Identities and Relationships	The rights and doctrines of a region changes the culture and social positions of its people. One's identity is changed by one's relationships, rights, and social position.	A D	Communication Thinking	Feudalism, cultural achievements of the classical Greeks, European voyages of exploration and the impact of colonization, roles of men and women in Roman society, roles of religion and values in Roman culture, Roman Republic, French Revolution and Napoleon's rise, Renaissance, Reformation, synthesis of primary and secondary sources, industrialization, influence of the ancient Greeks on development of democracy

<p>Unit 3: Russia & Eurasia</p>	<p>Time, Place, and Space</p>	<p>Resources Systems</p>	<p>Globalization and Sustainability</p>	<p>One's impact on or role in globalization and sustainability can be evaluated by examining resource distribution systems in certain times, places, and spaces.</p> <p>Various locations along the Trans-Siberian Railway access resources and utilize systems differently in an attempt at globalization and sustainability.</p>	<p>B C</p>	<p>Social (collaboration) Self Management Research</p>	<p>Trans-Siberian Railroad, move from serfdom to industrialization in Russia, natural resources and physical geography of Russia, extreme climates in Russia, how countries preserve their languages and cultures.</p>
<p>Unit 4: Sub-Saharan Africa</p>	<p>Change</p>	<p>Community</p>	<p>Globalization and Sustainability</p>	<p>A community changes in efforts to engage (or not) in globalization and attain sustainability.</p>	<p>A B D</p>	<p>Communication Research Self-management Reflection</p>	<p>Apartheid, South Africa, colonialism, impact of trade on development of states and empires in Africa, natural resources, mineral resources, oil in Nigeria, supply and demand, Bantu migrations, Zimbabwe's trading empire, tribal structure of ancient African civilizations, growth of Kongo and their interaction with Portugal, impact of the slave trade on Sub-Saharan Africa</p>
<p>Unit 5: East Asia</p>	<p>Change</p>	<p>Growth and Causality</p>	<p>Fairness and Development</p>	<p>The causality of fairness on a growing society impacts its change and development.</p>	<p>B C</p>	<p>Research Communication Collaboration</p>	<p>Culture, geography, and economies of Korea, China, Japan, Mongolia, Thailand, Indonesia, Malaysia, Philippines, China's population policy, Japan's aging population, open-door policy</p>

Individuals & Societies: Year 3

Unit Title	Key Concept	Related concept(s)	Global Context	Statement of Inquiry	MYP subject-group objectives	ATL skills	Content (topics, knowledge, skills)
<p><u>Unit 1:</u> Acknowledging and Honoring Native American Traditions, Ways of Life, and Civilizations before Colonialism</p>	<p>Global Interactions</p>	<p>Civilization Tradition</p>	<p><u>Personal and Cultural Expression</u> Philosophies and ways of life</p>	<p>Global interactions impact the traditions, philosophies, and ways of life of a civilization.</p>	<p>Ai. use terminology in context</p> <p>Aii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations, and examples.</p> <p>B. iii. use methods to collect and record relevant information</p> <p>C.i. communicate information and ideas using an appropriate style for the audience and purpose</p> <p>D. iv. recognize different perspectives and explain their implications.</p>	<p>Creative-Thinking Skills</p> <p>Organizational Skills</p>	<p>Tribe, Culture Region, Adaptation, Foraging, Farming, Hunting, Nomadic, Diffusion, Kachinas, Colony, Negotiations, Cherokees, Navajos, Blackfoot, Seminoles, Iroquois, Osage, Chinook, Anasazis, Mississippians, Sioux, Inuits, Algonquians, Pequots, Shawnee, Polynesian</p>
<p><u>Unit 2:</u> Change and Conflict During the American Revolution</p>	<p>Change</p>	<p>Causality Conflict</p>	<p><u>Fairness and Development</u> Government and civil society</p>	<p>Conflict can cause change in a government and/or civil society.</p>	<p>Ai. use terminology in context</p> <p>Aii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations, and examples.</p> <p>C ii. structure</p>	<p>Communication Skills</p> <p>Information Literacy Skills</p> <p>Critical Thinking Skills</p>	<p>petition, boycott, repeal, patriot, loyalist, neutralist, militia, minutemen, civil disobedience, natural rights, inalienable rights, preamble, ratify, ally, French and Indian War, Treaty of Paris, Proclamation of 1763, Intolerable Acts, Stamp Act, Townshend Acts, Olive Branch Petition, Continental Army, Tea Act, First Continental Congress,</p>

					<p>information and ideas in a way that is appropriate to the specified format</p> <p>D ii. synthesize information to make valid arguments</p> <p>D iii. analyse a range of sources/data in terms of origin and purpose, recognizing value and limitations</p>		Lexington and Concord, Declaration of Independence
<p>Unit 3: Examining and Evaluating the Power and Equity of our Government and Constitution</p>	Systems	Power Government Equity	<p><u>Fairness and Development:</u> Imagining a hopeful future</p>	<p>Equitable systems created by a government can empower its people to imagine a hopeful future.</p>	<p>C.i. communicate information and ideas using an appropriate style for the audience and purpose</p> <p>C ii. structure information and ideas in a way that is appropriate to the specified format</p> <p>C. iii. create a reference list and cite sources of information.</p> <p>D i. analyse concepts, issues, models, visual representation and/or theories</p> <p>Biv. evaluate the process and results of the investigation, with guidance.</p>	<p>Media Literacy Skills</p> <p>Communication Skills</p>	<p>individual rights, political parties, smuggling, free enterprise system, inauguration, bond, national debt, federalism, popular sovereignty, limited government, separation of powers, checks and balances, republicanism, Federalist, Antifederalist, embargo, Marbury v. Madison, nullify, tariff, equity, Constitution</p>

<p><u>Unit 4:</u> Diverse Perspectives Interacting in an Expanding Nation</p>	<p>Global Interactions</p>	<p>Diversity Social Interactions</p>	<p><u>Globalization and Sustainability:</u> Population and demography</p>	<p>Global interactions impact the diversity of population and demography.</p>	<p>Bi. formulate /choose a clear and focused research question, explaining its relevance</p> <p>Bii. formulate and follow an action plan to investigate a research question</p> <p>D i. analyse concepts, issues, models, visual representation and/or theories</p> <p>D iii. analyse a range of sources/data in terms of origin and purpose, recognizing value and limitations</p> <p>D iv. recognize different perspectives and explain their implications.</p>	<p><u>Media Literacy Skills</u></p> <p><u>Critical Thinking Skills</u></p>	<p>annex, dictator, cession, siege, suffrage, majority, political parties, geographic perspective, Manifest Destiny, Mexican American War, Tejanos, Treaty of Guadalupe-Hidalgo,, Gadsden purchase, rugged individualists, Oregon Trail, Indian Removal Act, Trail of Tears, nullification, spoils system, Whig Party, trade union, scarcity, supply, credit, capitalist, labor union, laissez-faire, mass production, cultivate, revival, nativist, Know-Nothing Party, Cotton Gin, abolitionist, agrarian, cotton gin, Declaration of Sentiments, Industrial Revolution</p>
<p><u>Unit 5:</u> The Conflicting Ideologies and Leadership of the Civil War</p>	<p>Time, Place, and Space</p>	<p>Ideologies Leadership Conflict</p>	<p><u>Identities and Relationships:</u> Competition and Cooperation</p>	<p>Leadership and ideologies of a time, place, and space influence conflict, competition, and</p>	<p>Bii. formulate and follow an action plan to investigate a research question</p> <p>B. iii use methods to collect and record relevant information</p> <p>C.i. communicate information and ideas</p>	<p><u>Reflection Skills</u> <u>Communication Skills</u></p>	<p>Second Great Awakening, Seneca Falls Convention, slave codes, temperance movement, Underground Railroad, Antebellum, Missouri Compromise, Wilmot Proviso, popular sovereignty, Civil War, Fugitive Slave Act, Compromise of 1850, Dred Scott v. Sandford, Kansas-Nebraska Act,</p>

				cooperation.	<p>using an appropriate style for the audience and purpose</p> <p>D ii. synthesize information to make valid arguments</p> <p>D iv. recognize different perspectives and explain their implications.</p>		<p>Emancipation Proclamation, secede, civil war, guerrilla warfare, martial law, emancipation, siege, total war</p>
<p>Unit 6: Examining Equity in the Systems and Institutions Created during the Reconstruction Era and Jim Crow Era</p>	<p>Systems</p>	<p>Identity Institutions Social Interactions</p>	<p><u>Personal and Cultural Expression:</u> Products, Systems, and Institutions</p>	<p>Systems and institutions shape identity, expression, and social interactions.</p>	<p>Bi. formulate /choose a clear and focused research question, explaining its relevance</p> <p>Bii. formulate and follow an action plan to investigate a research question</p> <p>Biii. use methods to collect and record relevant information</p> <p>Biv. evaluate the process and results of the investigation, with guidance.</p> <p>C. iii. create a reference list and cite sources of information.</p>	<p>Media Literacy Skills</p> <p>Transfer Skills</p>	<p>amnesty, black codes, black Republican, carpetbagger, civil rights, Civil War amendments, lynching, scalawag, sharecropping, membership, social construction, division of labor, legacy, bystander, 13th, 14th, 15th Amendments; Brown vs. the Board of Education of Topeka; Compromise of 1877, Freedmen's Bureau, Jim Crow laws, Plessy vs. Ferguson, President Johnson's impeachment, Reconstruction, black agency, revolution, citizen, race, Universe of Responsibility/Obligation</p>