

**Subject Overview**  
**MYP Individuals & Societies**  
**Grade 6**

| Unit title   | Key Concept         | Related concept(s)      | Global context  | Statement of Inquiry  | ATL Skills and Learner Profile   | Content and Service Learning   | Summative Assessment & MYP Objectives  |
|--|---------------------|-------------------------|---|---|--|--|--|
| Unit 1 - What does it mean to be a global citizen?<br><br>5 weeks<br><u>Geography module</u>                             | Global interaction  | Power, Choice           | Globalization & Sustainability<br><br>Exploration - Human impact on the environment, conservation, natural resources & public goods | Global problems are a reality but individuals have the power and choice to make a positive difference   | Thinking - Critical thinking skills:<br><ul style="list-style-type: none"> <li><b>Gather &amp; organize relevant info to formulate an argument (SA)</b></li> <li>Interpret data</li> </ul> Communication Skills:<br><ul style="list-style-type: none"> <li><b>Use a variety of speaking techniques to communicate with a variety of audiences. (SA)</b></li> <li>Organize &amp; depict info logically</li> </ul> Learner Profile<br>Caring | All students should:<br><b>Find out</b> about some of the major issues facing the world & some of the possible solutions<br><b>Explore</b> how different environments are threatened by human actions<br><b>Explore</b> human rights issues affecting children<br><b>Take action</b> by looking at the different ways individuals can make a positive difference to others<br><br>Some students could:<br><b>Research</b> UNICEF & explore different issues it campaigns for<br><b>Investigate</b> different ways they can make a difference regarding children's rights<br><b>Challenge</b> themselves to understand the role of international organizations in tackling global issues<br><br><b>Service Learning</b><br><b>Create</b> a class project on "The Global Goals". | <b>Summative:</b><br>Students will create a presentation & present it to their class. It will be about an issue in their local community. They will identify, research, collect, create & present.<br><br>Criterion B: Investigating (i, ii, iii, iv)<br><br>Criterion C: Communicating (i, ii)  |
| Unit 2 - How can maps provide us with a sense of time, place & space?<br><br>5 weeks<br><u>Geography module</u>          | Time, place & space | Perspective             | Orientation in space & time<br><br>Exploration - Natural and human landscapes and resources, Scale, Boundaries                      | Maps provide insights into time, place & space & show how the world has changed over time, but they can be affected by different perspectives | Communication skills:<br><ul style="list-style-type: none"> <li><b>Use &amp; interpret a range of disciplines specific terms &amp; symbols (SA)</b></li> <li><b>Understand &amp; use mathematical notations (SA)</b></li> </ul> Creative Thinking Skills:<br><ul style="list-style-type: none"> <li><b>Create original works &amp; ideas, use existing works &amp; ideas in new ways. (SA)</b></li> </ul> Learner Profile<br>Knowledgeable | All students should:<br><b>Find out</b> about the different uses of maps as well as how they can be affected by specific perspectives<br><b>Explore</b> different examples of maps & how to use them<br><br>Some students could:<br><b>Research</b> other types of maps not mentioned. E.g. Historical, geographical.<br><br><b>Service Learning</b><br><b>Take action</b> by considering the ways that maps can communicate important info  | <b>Summative:</b><br>Students will design their own fictional map & give a reflection on the process. Map will include: title, scale, direction, symbol key, grid reference, physical features.<br><br>Criterion A: Knowing & understanding (i, ii)<br><br>Criterion C: Communicating (i, ii)  |
| Unit 3 - How can we learn from different civilizations?<br><br>5 weeks<br><u>Combined Geography &amp; History module</u> | Time, place & space | Innovation & revolution | Scientific & technical innovation<br><br>Exploration: Adaptation, Ingenuity and progress, Modernization                             | Civilizations have developed at different times & locations bringing about change & innovation that often influence how we view them today    | Research - Info literacy skills:<br><ul style="list-style-type: none"> <li>Access info to be informed &amp; inform others</li> </ul> Thinking - Critical skills:<br><ul style="list-style-type: none"> <li><b>Gather &amp; organize relevant info to formulate an argument (SA)</b></li> <li>Draw reasonable conclusions &amp; generalizations</li> </ul> Learner Profile<br>Inquirer  | All students should:<br><b>Find out</b> about different civilizations that emerged at different times in history<br><b>Explore</b> the factors that led to the development & innovations of different civilizations<br><b>Take action</b> by finding out ways that historical sites & artefacts can be protected for the future<br><br>Some students could:<br><b>Research</b> the Sumerian civilization more<br><br><b>Service learning</b><br><b>Visit</b> the fr.unesco.org site or follow them on Twitter @UNESCO.   | <b>Summative:</b><br>Students need to write a 500 - 800-word report where they identify & explain the factors that led to the emergence & achievements of different civilizations in the past.<br><br>Criterion A: Knowing & understanding (i, ii)<br><br>Criterion C: Communicating (iii)<br><br>Criterion D: Thinking Critically (i, ii) |
| Unit 4 - Where do we   | Change              | Sustainability,         | Identities &  | Settlements   | Communication skills:  | All students should:   | <b>Summative:</b>  |

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| live?<br>5 weeks<br><u>Geography module</u>                                     |             | Processes          | relationships<br><br>Exploration: Transitions, Identity formation                                | develop & change due to a variety of processes & their sustainability allows them to function successfully, affecting the identity of that location | <ul style="list-style-type: none"> <li>• <b>Structure info in summaries, essays &amp; reports (SA)</b></li> </ul> Thinking - Critical skills:<br><ul style="list-style-type: none"> <li>• <b>Draw reasonable conclusions &amp; generalizations (SA)</b></li> <li>• Develop contrary &amp; opposing arguments</li> </ul> <b>Learner Profile</b><br>Communicator  | <b>Find out</b> about the different reasons why settlements develop & how they change over time<br><b>Explore</b> examples of settlements & the challenges & opportunities facing them<br><b>Take action</b> by looking at ways that settlements can become more sustainable for the future<br><br><b>Service learning</b><br><b>Develop</b> more sustainable practices in their school   | <b>Summative Assessment &amp; MYP Objectives</b><br>Students will write a 500 - 800-word response to a prompt about the settlement of their choice. Students will describe factors that led to the creation, explain how it has changed over time, identify opportunities & challenges & explore how it is sustainable.<br><br>Criterion B: Investigating (i, ii, iii, iv)<br><br>Criterion C: Communicating (i, ii, iii)<br><br>Criterion D: Thinking Critically (iii)<br>Formative Assessment 1, Formative Assessment 2. |
| Unit 5 - What do people believe in?<br>5 weeks<br><u>World religions module</u> | Systems     | Identity           | Personal & cultural expression<br><br>Exploration: Philosophies and ways of life, Belief systems | Belief systems provide guidance to people in different ways & can shape personal identity & culture   | Research - Info literacy skills:<br><ul style="list-style-type: none"> <li>• Access info to be informed &amp; inform others</li> <li>• Create references &amp; citations, use footnotes/endnotes &amp; construct a bibliography according to recognized conventions</li> </ul> Thinking - Critical skills:<br><ul style="list-style-type: none"> <li>• <b>Gather &amp; organize relevant info to formulate an argument (SA)</b></li> <li>• Draw reasonable conclusions &amp; generalizations</li> </ul> <b>Learner Profile</b><br>Open-minded | All students should:<br><b>Find out</b> about the beliefs of the major world religions<br><b>Find out</b> about indigenous belief with specific examples<br><b>Find out</b> how belief can affect people's identity & action<br><b>Explore</b> religious beliefs of Buddhism, Islam, Hinduism, Judaism & Christianity<br><b>Explore</b> indigenous beliefs including animism<br><b>Explore</b> ways of thinking that are concerned with spiritual powers<br><br>Some students could:<br><b>Profile</b> some of the minor world religions. E.g. Shinto, Sikhism, Jainism, Daoism<br>Have a go at adding <b>references</b> to their next piece of work<br><b>Research</b> the Protestant Reformation to <b>explore</b> the changes affecting Christianity<br><br><b>Service learning</b><br><b>Take action</b> by finding ways to promote tolerance & understanding of people who may have beliefs different from our own | <b>Summative:</b><br>Students will write a 500 - 700-word essay response to: "Discuss the different ways that belief can affect people's lives".<br><br>Criterion A: Knowing & understanding (i, ii)<br><br>Criterion C: Communicating (i, ii, iii)<br><br>Criterion D: Thinking Critically (iv)<br>Formative Assessment   |

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| Unit 6 – What factors contribute to the fairness & development of societies?<br><br>5 weeks<br><br><u>Combined Economics &amp; Global Politics module</u> | Global interaction | Equity, Resources  | Fairness & development<br><br>Exploration: Power and privilege, Human capability and development, Inequality, Civic responsibility and the public sphere | Access to resources & equality of opportunities can help societies to develop to become fairer places but this is often dependent on global interactions | Research - Info literacy skills:<br>• Access info to be informed & inform others<br>• Make connections between various sources of info<br><br>Thinking - Critical skills:<br>• <b>Gather &amp; organize relevant info to formulate an argument (SA)</b><br>• <b>Consider ideas from multiple perspectives (SA)</b><br><br><b>Learner Profile</b><br>Thinker | All students should:<br><b>Find out</b> about poverty in the world & its consequences<br><b>Explore</b> the factors that contribute to the development of a country<br><br>Some students could:<br><b>Research</b> what the “resource curse” is and the problems associated with development of the Democratic Republic of Congo in Africa. Use the article <a href="http://www.bbc.com/news/magazine-24396390">www.bbc.com/news/magazine-24396390</a><br><br><b>Service Learning</b><br><b>Take action</b> by reflecting & acting on issues in our local communities | <b>Summative:</b><br>Students will write a 400 - 60- word development plan for the government with short- and long-term goals. Students will use sub-headings & explanations. Students will have to consider different people’s perspectives.<br><br>Criterion D: Critical Thinking (i, ii, iv) |

**MYP Individuals and Societies**

**Grade 7**

| Unit title   | Key Concept | Related concept(s)       | Global context  | Statement of Inquiry  | ATL Skills & IB Learner Profile   | Content and service learning   | Assessment   |
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| Unit 1 –<br>How has globalization shaped the world?<br><br>5 weeks<br><br><u>Economics module</u>  | Change      | Globalization, processes | Globalization, sustainability<br><br>Exploration:<br>Human impact on the environment, Commodities and commercialization, Diversity, and interconnection | Globalization has occurred due to a variety of processes that have changed the world, bringing both opportunities & challenges                                  | Thinking - Critical Skills:<br>• <b>Evaluate evidence &amp; arguments (SA)</b><br>• Recognize & evaluate propositions<br><br>Self-Management - Reflective Skills:<br>• Consider ethical, cultural & environmental implications.<br>• <b>Consider content. (SA)</b><br><br><b>Learner Profile</b><br>Caring  | All students should:<br><b>Find out</b> about the causes & consequences of globalization<br><b>Explore</b> examples of globalization in language, business, sport & entertainment<br><br>Some students could:<br><b>Find out</b> more about ethical fashion, fast fashion & search the hashtag <b>whomademyclothes</b> to learn more about the fashion industry's attempt to be more ethical<br><br><b>Service Learning</b><br><b>Take action</b> by looking at the ways that globalization can promote positive change<br><b>Consider</b> the ways that global brands are promoting ethical practices, such as sustainability, within the approach to selling goods.<br><b>Launch</b> a class discussion on ethics. | <b>Summative:</b><br>Students will create an evaluation of globalization based on their learning in this unit. They will cover the 5 W questions, SWOT analysis, table on cultural, social & economic impacts as well as a poster/infographic.<br><br>Criterion A: Knowing & understanding (i, ii)<br><br>Criterion D: Thinking Critically (i, ii) |
| Unit 2 –<br>Why are natural environments important to individuals & societies?<br><br>5 weeks<br><br><u>Geography &amp; Global Politics module</u> | Systems     | Sustainability           | Identities & relationships<br><br>Exploration:<br>Competition and cooperation, Health and well-being, Lifestyle choices                                 | The relationship between living things in different environments can be viewed as a system & sustainability can help these environments to last into the future | Communication Skills:<br>• <b>Find info for disciplinary &amp; interdisciplinary inquiries, using a variety of media (SA)</b><br>• <b>Organize &amp; depict info logically (SA)</b><br><br>Research Info literacy skills:<br>• Access info to be informed & inform others<br>• Make connections between various sources of info<br><br><b>Learner Profile</b><br>Balanced | All students should:<br><b>Find out</b> about different environments in the world & how they can be seen as a system<br><b>Explore</b> examples of the human impact on environments with case studies of grassland & rainforest biomes<br><br>Some students could:<br><b>Find out</b> which type of biome they live in or close to and the local environmental issues<br><br><b>Service Learning</b><br><b>Take action</b> by promoting sustainable development both in local & global contexts  | <b>Summative:</b><br>Students will create a magazine article on the natural environment of a country of their choice. They will consider: biomes, climate, ecosystems as well as reflect on threats & opportunities facing that environment.<br><br>Criterion B: Investigation (ii, iii, iv)<br>Criterion C: Communicating (i, ii, iii)            |

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| Unit 3 –<br>What was life like in the Middle Ages?<br><br>5 weeks<br><br><u>History &amp; Global Politics Module</u> | Time, place & space | Perspective, identity           | Fairness & development<br><br>Exploration: Power and privilege, Human capability and development, Government and civil society, Inequality      | The identity & development of past societies can be explored through the perspectives of the people who lived there  | Critical Thinking Skills:<br><ul style="list-style-type: none"> <li>Evaluate evidence &amp; arguments</li> <li><b>Gather &amp; organize relevant info to formulate an argument (SA)</b></li> </ul> Communication Skills:<br><ul style="list-style-type: none"> <li><b>Organize &amp; depict info logically (SA)</b></li> </ul><br><b>Learner Profile</b><br>Knowledgeable  | All students should:<br><b>Find out</b> about some of the major global developments that occurred during the Middle Ages<br><b>Explore</b> different aspects of people's lives during the Middle Ages<br><br>Some students could:<br><b>Find out</b> more about the Bayeux Tapestry by looking at this animation:<br><a href="http://www.youtube.com/watch?v=LtGoBZ4D4_E">www.youtube.com/watch?v=LtGoBZ4D4_E</a><br><br><b>Service Learning</b><br><b>Take action</b> by finding opportunities to engage in the skills of historical research & interpretation<br><br><b>Conduct</b> historical research for National History Day. Look at the National History Day website for opportunities to take action. <a href="http://www.nhd.org">www.nhd.org</a> | <b>Summative:</b><br>Students will select a location on which to focus & then explore some of the different features of life in that area during the Middle Ages. E.g. The Song Dynasty China, Medieval Britain etc.<br><br>Criterion B: Investigating (ii, iii, iv)<br><br>Criterion C: (i, ii, iii)   |
| Unit 4 –<br>How does exploration affect global interactions?<br><br>5 weeks<br><br><u>History module</u>             | Global interactions | Causality (cause & consequence) | Orientation in space & time<br><br>Exploration: Natural and human landscapes and resources, Displacement and exchange, Exchange and interaction | In the past, humans explored the world, & continue to do so, for a variety of reasons. This exploration often affects global interactions in both positive & negative ways | Research - Info literacy Skills:<br><ul style="list-style-type: none"> <li><b>Access info to be informed &amp; to inform others (SA)</b></li> <li>Make connections between various sources of info</li> </ul> Thinking - Critical Skills:<br><ul style="list-style-type: none"> <li>Gather &amp; organize relevant info to formulate an argument</li> <li>Draw reasonable conclusions &amp; generalizations</li> </ul><br><b>Learner Profile</b><br>Risk Taker | All students should:<br><b>Find out</b> about exploration at different times in history as well as its importance in the 21 <sup>st</sup> century<br><b>Explore</b> the reasons why people explore & the different consequences of exploration<br><br>Some students could:<br><b>Investigate</b> key explorers who are not mentioned in the book<br><br><b>Service Learning</b><br><b>Take action</b> by considering the ways that exploration can bring positive consequences to people's lives<br><b>Research</b> famous female explorers for International Women's Day 8 March. Present research in exhibition or assembly.  | <b>Summative:</b><br>Students will research a famous explorer. They will write a 500 - 800 words report about how they affected the world. Students will need to create a research question to inform their search & be required to include a bibliography.<br><br>Criterion A: Knowing & Understanding (i, ii)<br>Criterion B: Investigating (i)<br><br>Criterion C: (iii) |



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| Unit 5 –<br>How can energy be produced sustainably?<br>5 weeks<br><u>Geography Module</u><br><u>Inter-disciplinary Module with Science</u> | Time, place & space | Resources          | Scientific & technical innovation<br><br>Exploration: Systems, Opportunity, Consequences and responsibility    | Humans use resources in different ways around the world and use innovative methods to be sustainable                 | Research - Info literacy Skills: <ul style="list-style-type: none"> <li>• Access info to be informed &amp; inform others</li> </ul> Thinking - Critical Skills: <ul style="list-style-type: none"> <li>• Gather &amp; organize relevant information to formulate arguments</li> <li>• <b>Evaluate evidence &amp; arguments (SA)</b></li> </ul> <b>Learner Profile</b><br>Reflective   | All students should:<br><b>Find out</b> about the use of resources around the world<br><b>Explore</b> how energy is produced by different resources & the opportunities & challenges associated with this<br><br>Some students could:<br><b>Further develop</b> their understanding of a chosen energy source<br><br><b>Service Learning</b><br><b>Take action</b> by looking at sustainable approaches to energy usage in our local communities<br><b>Work with</b> a team to reduce the carbon footprint of your school community.   | <b>Summative:</b><br>Students will think critically about whether hydro-power is a viable option. They will look at the advantages & disadvantages of hydro power. Students will also examine various sources & answer questions related to them.<br><br>Criteria D: Thinking Critically (i, ii, iii, iv)<br><br>IDU Criterion   |
| Unit 6 –<br>How have innovations & ideas changed the world?<br>5 weeks<br><u>History &amp; philosophy module</u>                           | Change              | Causality          | Personal & cultural expression<br><br>Exploration: Philosophies and ways of life, Creation, Histories of ideas | Innovations & ideas are developed by a variety of causes & can bring about lasting change to individuals & societies | Communication Skills: <ul style="list-style-type: none"> <li>• <b>Use a variety of speaking techniques to comm with a variety of audiences (SA)</b></li> <li>• Write for different purposes</li> </ul> Thinking - Critical Skills: <ul style="list-style-type: none"> <li>• <b>Gather &amp; organize relevant info to formulate an argument (SA)</b></li> <li>• Evaluate evidence &amp; arguments</li> </ul> <b>Learner Profile</b><br>Inquirer | All students should:<br><b>Find out</b> about examples of ideas & innovations from history<br><b>Explore</b> the time periods of the Renaissance & the Enlightenment & look at some of the main ideas & innovations<br><br>Some students could:<br><b>Inquire</b> into the historical context of the American & French Revolutions to increase their understanding. Use the following links to help:<br><a href="http://www.youtube.com/watch?v=HIUiSBXQHCw">www.youtube.com/watch?v=HIUiSBXQHCw</a><br><a href="http://www.youtube.com/watch?v=ITTvKwCyIFY">www.youtube.com/watch?v=ITTvKwCyIFY</a><br><br><b>Service Learning</b><br><b>Take action</b> by looking at how ideas & innovations can solve issues in our local communities<br><b>Hold</b> a school or class competition to create an innovation that solves an environmental issue in your school or community. | <b>Summative:</b><br>Students will prepare a 5-7-minute presentation on an innovation that they think has changed the world. They will need to introduce it, explain how it came about, who was involved, how it has changed the world & give the different perspectives on it. E.g. oppositions viewpoints.<br><br>Criterion A: Knowing & Understanding (i, ii)<br><br>Criterion B: Investigation (i)<br><br>Criterion D: Thinking Critically (iii)<br>Formative Assessment |

**MYP Individuals and Societies**

**Grade 8**

| Unit title   | Key Concept | Related concept(s) | Global context  | Statement of Inquiry  | ATL Skills & IB Learner Profile  | Content   | Assessment  |
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| Unit 1 -<br>How are societies governed?<br>5 weeks<br><u>History &amp; Global Politics module</u>                | Systems     | Power              | Fairness and development<br><br>Exploration: Democracy, politics, government and civil society.             | The governance of societies is organized by different systems that are used to distribute power affecting fairness and development            | <b>Information literacy skills:</b> <ul style="list-style-type: none"> <li>• <b>Access info to be informed &amp; to inform others (SA)</b></li> </ul> Critical thinking skills: <ul style="list-style-type: none"> <li>• Develop contrary arguments</li> <li>• Gather &amp; organize info</li> </ul> <b>Learner Profile:</b><br>Knowledgeable  | All students should:<br><b>Describe</b> the different types of monarchy and their features<br><b>List</b> countries which have a monarchy<br><b>Describe</b> the key features of the monarchy in Japan and in the UK<br><b>Explain</b> how the monarchy in Japan developed<br><b>Compare</b> the monarchy in the UK with the monarchy in Japan<br><b>Describe</b> the different types of democracy and their features<br><b>Describe</b> how democracy worked in Ancient Greece<br><b>Describe</b> key events in the history of democracy<br><b>Describe</b> the key features of a dictatorship<br><b>List</b> past examples of dictatorships<br><b>Explain</b> what we understand life in North Korea to be like<br><br>Some students could:<br><b>Explain</b> what a republic is<br><b>Explain</b> why some countries have a monarchy and others don't<br><b>Understand</b> the arguments for and against monarchies<br><b>Explain</b> the significance of the key events<br><br><b>Service Learning:</b><br><b>Look</b> at getting involved in politics in your local area.<br><b>Research</b> the political parties & politicians that represent you. | <b>Summative:</b><br>Students will do some research on totalitarian states and complete an evaluation table. They will write an overall reflection.<br><br>Criterion B: Investigation (i, iii, iv)<br><br>Criterion D: Thinking Critically (i, ii)  |
| Unit 2 -<br>What are natural hazards and how do societies respond to them?<br>5 weeks<br><u>Geography module</u> | Systems     | Resources          | Scientific and technical innovations<br><br>Exploration: Opportunity, risk, consequences and responsibility | Societies can be affected by different types of hazards and require innovative systems and resources in order to respond effectively to them. | Information Literacy Skills: <ul style="list-style-type: none"> <li>• Access info to be informed &amp; to inform others.</li> <li>• <b>Present info in a variety of platforms &amp; formats.(SA)</b></li> </ul> Media Literacy Skills: <ul style="list-style-type: none"> <li>• <b>Demonstrate awareness of media representation of events, ideas. (SA)</b></li> </ul> <b>Learner Profile:</b><br>Communicator | All students should:<br><b>Compare</b> the interior of an apple to the structure of the Earth<br><b>Discuss</b> the similarities between the apple and the structure of the Earth<br><b>Identify</b> areas of different plate movement<br><b>Identify</b> areas around the globe that might have a lot of earthquake and volcanic activity<br><b>Identify</b> and <b>describe</b> different types of plate boundaries<br><b>Describe</b> the immediate and long-term impacts of earthquakes<br><b>Create</b> a profile of a volcano<br><br>Some students could:<br><b>Explain</b> fully why some areas will have more earthquake and volcanic activity<br><b>Create</b> a model to show what happens at each plate boundary<br><b>Explain</b> the short-term, mid-term and long-term strategies in detail<br><b>Evaluate</b> the process and results in detail<br><br><b>Service Learning:</b><br><b>Organize</b> a campaign at school to raise awareness about   | <b>Summative:</b><br>Students will create a 5–7-minute news bulletin and feature about a natural hazard of their choice. Explain the causes & consequences. Create an action plan & evaluate the process & results.<br><br>Criterion B: Investigation (ii, iv)<br><br>Criterion C: Communicating (i, ii, iii) |

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|   |                       |  |  |   |  | any recent natural disasters around the world.<br><b>Explore</b> how social media can be used to create awareness.<br>Explore how Twitter, Facebook etc. can be vehicles of activism.   |   |
| Unit 3 -<br>How can new technologies affect our identities and relationships?<br><br>5 weeks<br><br><u>History module</u> | Global Interactions   | Perspective; Innovation and revolution | Identities and Relationships<br><br>Exploration: Physical, psychological and social development, health and well-being, lifestyle choices. | Technological innovations have different effects on our identities and relationships with others.   | Creative Thinking Skills:<br><ul style="list-style-type: none"> <li>• <b>Practice flexible thinking - develop multiple opposing, contradictory &amp; complementary arguments. (SA)</b></li> <li>• Use brainstorming &amp; visual diagrams to generate new ideas &amp; inquiries.</li> </ul> Info Literacy Skills:<br><ul style="list-style-type: none"> <li>• Present info in a variety of formats &amp; platforms.</li> <li>• Make connections between various sources of info.</li> </ul><br><b>Learner Profile:</b><br>Balanced | All students should:<br><b>Identify</b> certain roles that technology has in everyday lives<br>Investigate the circumstances of the development of an innovation<br><b>Describe</b> the main impacts<br><b>Describe</b> similarities and differences in views using evidence from source work<br><b>Create</b> mind maps<br><b>Develop</b> factual questions<br><b>Describe</b> how technology might and might not harm relationships<br><b>Evaluate</b> the process briefly<br><br>Some students could:<br><b>Explain</b> their position on how technology can affect our identities and relationships<br><b>Explain</b> the significance and its consequences<br><br><b>Service Learning:</b><br><b>Discuss</b> the ways that technology can be used to promote action in areas such as human rights or environmental issues.<br><b>Create</b> a social media page to promote equal rights or environmental issues in your school.  | <b>Summative:</b><br>Students will write a 500-800-word response to the debatable question for this chapter, "Does technology harm our relationships with others?". They must cover both sides of the argument & include a bibliography & evaluation of the process & results of the task.<br><br>Criteria A: Knowing & Understanding (i, ii)<br><br>Criterion C: Communicating (i, ii, iii)<br><br>Criterion D: Thinking Critically (i, ii, iii, iv) |
| Unit 4 -<br>Where are all the people?<br><br>5 weeks<br><br><u>Geography module</u>                                       | Change                | Equity                                 | Globalization and sustainability<br><br>Exploration: Human impact on the environment, Population and demography.                           | The population of human societies changes due to a variety of processes, and sustainability development can help to promote more equity in these societies. | Information Literacy Skills:<br><ul style="list-style-type: none"> <li>• <b>Collect, record, verify data. (SA)</b></li> <li>• <b>Access info to be informed &amp; to inform others. (SA)</b></li> </ul> Critical Thinking Skills:<br><ul style="list-style-type: none"> <li>• Gather &amp; organize relevant info to formulate an argument.</li> <li>• Interpret data.</li> </ul><br><b>Learner Profile:</b><br>Communicator   | All students should:<br><b>Explain</b> how their presentation on articles on population and sustainability relates to the unit <b>Describe</b> how population growth can be affected by using data and sources<br><b>Produce</b> graphs to show data<br><b>Describe</b> and explain sources<br><b>Create</b> a magazine article about an area with high life expectancy<br><b>Explain</b> the different reasons why people are living longer in a chosen country<br><b>Formulate</b> answers by using the compass point visible thinking technique<br><b>Investigate</b> a recent refugee movement<br><b>Explain</b> the causes and consequences of a recent refugee movement<br><b>List</b> reasons for each stage of the DTM<br><b>Describe</b> the population pyramids<br><br>Some students could:<br><b>Describe</b> and explain the relationship between two variables<br><br><b>Service Learning:</b><br><b>Create</b> a presentation to raise awareness about inequality in different countries.<br><b>Set up</b> a group to look at how women & girls are treated in your school. | <b>Summative:</b><br>Students will create an infographic on a country of their choice showing population, birth & death rate, life expectancy & infant mortality. They need to use visuals & maps. Students must also submit an action plan that includes a bibliography.<br><br>Criterion B: Investigating (ii, iii)<br><br>Criterion C: Communication (i)   |
| Unit 5 -  | Time, place and space | Culture; Identity                      | Personal and cultural  | Culture forms a part of our shared  | Critical Thinking Skills:<br><ul style="list-style-type: none"> <li>• Consider ideas from multiple</li> </ul>  | All students should:<br><b>Describe</b> what culture is   | <b>Summative:</b><br>Students will write a 700 - 900 - word   |



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|--|---------------|--------------------------------|--|---|---|--|--|
| <p>What is culture?</p> <p>5 weeks</p> <p><u>Anthropology module</u></p>   |               |                                | <p>expression</p> <p>Exploration:<br/>Artistry, craft, creation, beauty, Social constructions of reality, Belief systems</p> | <p>identity with others, is often dependent on time, place and space, and can be expressed in many ways</p>   | <p>perspectives.</p> <ul style="list-style-type: none"> <li>• <b>Gather &amp; organize relevant info to formulate an argument. (SA)</b></li> </ul> <p>Communication Skills:</p> <ul style="list-style-type: none"> <li>• <b>Organize &amp; depict info logically. (SA)</b></li> </ul> <p><b>Learner Profile:</b><br/>Reflector</p>  | <p><b>Explain</b> what is meant by the 'cultural iceberg'</p> <p><b>Describe</b> some of the key ways culture is expressed</p> <p><b>Explain</b> the key features of the Day of the Dead Festival</p> <p><b>Explain</b> the key features of grunge music</p> <p><b>Describe</b> the factors that affect culture</p> <p><b>Explain</b> how time, place and space can affect the cultural identity of a society</p> <p><b>Describe</b> what is meant by the term 'migration'</p> <p><b>Explain</b> how multicultural societies have developed</p> <p><b>Describe</b> what is meant by a 'homogenous society'</p> <p><b>Explain</b> how organizations create their own culture</p> <p><b>Explain</b> why organizations create their own culture.</p> <p><b>Describe</b> times when conflict has threatened culture</p> <p><b>Explain</b> how culture can affect our own personal identities</p> <p><b>Service Learning:</b><br/><b>Create</b> a class action project on protecting the cultural heritage of the world.</p>  | <p>response to the following question, "Explain the different ways that culture affects our identity". Students should include a bibliography.</p> <p>Criterion A: Knowing &amp; Understanding (i, ii)</p> <p>Criterion D: Thinking Critically (iv)</p>  |
| <p>Unit 6 -</p> <p>Why do societies experience revolution?</p> <p>5 weeks</p> <p><u>History &amp; Global Politics module</u></p> | <p>Change</p> | <p>Causality, Significance</p> | <p>Orientation in Space and Time</p> <p>Exploration:<br/>Epochs, eras, turning points and "big history"</p>                  | <p>At different times and locations, societies can experience revolutionary change, due to a variety of causes and often with long-lasting consequences</p> | <p>Critical Thinking Skills:</p> <ul style="list-style-type: none"> <li>• Draw reasonable conclusions &amp; generalizations.</li> <li>• <b>Gather &amp; organize relevant info to formulate an argument. (SA)</b></li> </ul> <p>Organizational Skills:</p> <ul style="list-style-type: none"> <li>• Use appropriate strategies for organizing complex info.</li> <li>• Set goals that are challenging &amp; realistic for action plan.</li> </ul> <p><b>Learner Profile:</b><br/>Principled</p> | <p>All students should:</p> <p><b>Describe</b> the key features of a revolution</p> <p><b>Explain</b> the differences between types of revolution</p> <p><b>Describe</b> the causes of the Russian Revolution</p> <p><b>Explain</b> what propaganda is and how it is used during periods of revolution</p> <p><b>Describe</b> the factors which lead to the Chinese Revolution</p> <p><b>Explain</b> the events of the Xinhai Revolution</p> <p>Some students could:</p> <p><b>Explain</b> how the First World War led to the start of the Russian Revolution</p> <p><b>Explain</b> the influence of Marxism on the Russian Revolution</p> <p><b>Explain</b> who the key figures from the Russian Revolution were</p> <p><b>Identify</b> the key figures from the Chinese Revolution</p> <p><b>Service Learning:</b><br/><b>Explore</b> your own political opinions using the website <a href="http://www.politicalcompass.org">www.politicalcompass.org</a></p> <p><b>Conduct</b> research into the different political perspectives of major news companies. Can you see where they would fit on the political compass? Why is it important to be aware of our and others' political biases?</p> | <p><b>Summative:</b><br/>Students will do a reflection task of 200 - 400-words where they compare the Russian and Chinese Revolutions &amp; identify similarities. There is a 500 - 700-word essay task where they explain the causes &amp; consequences of the revolutions.</p> <p>Criterion B: Investigation (i, ii, iv)</p> <p>Criterion D: Thinking Critically (ii) D (iii) Formative Assessment</p> |