

Individuals and Societies

6 <sup>th</sup> Grade	Unit	Concepts	Global Context	Statement of Inquiry	MYP Objectives	ATL	Content
Unit 1	Core Concepts	Key: <i>Geography</i> Related: Identity	Orientation in Time and Space: (Peoples, boundaries, exchange and interaction • Natural and human landscapes and resources	Geography impacts the development of social, economic, and political processes.	Ai & Aii Di & Ciii	Communication Skills	Language of individuals and societies: geography, culture, government, economics
Unit 2	United States	Key: <i>Change</i> Related: Identity, culture	Identities and relationships (Happiness and the good life)	Our culture and identity may change as we try to achieve happiness and the good life.	Bi & Bii    Diii Ai & Cii	Thinking Skills	Geography of America: natural resources, climate, physical characteristics, culture, US history, modern day
Unit 3	Canada	Key: <i>Global Interactions</i> Related: Identity, culture	Globalization and Sustainability (Commonality, diversity, and interconnection)	We can have our own culture and identity even though we are interconnected and have commonalities.	Di & Ciii Diii & Div Biii & Biv	Research Skills	Geography of Canada: natural resources, climate, physical characteristics, culture, US history, modern day
Unit 4	Mexico	Key: <i>Time, Place, Space</i> Related: Perspective, Choice	Fairness and development (Imagining a hopeful future)	Our perspective influences the choices we make and may or may not lead to a hopeful future.	Dii & Div Bi & Bii	Communication Skills Thinking Skills	Geography of Mexico: natural resources, climate, physical characteristics, culture, US history, modern day

Individuals and Societies

Unit 5	Central America & the Caribbean	Key: <i>Change</i> Related: Identity, Culture	Identities and relationships (leadership)	Change of leadership and control of a region can alter the identity of cultural development of the people living there for better or worse.	Ci & Cii Aii & Dii	Self-Management Skills	Geography of central America and the Caribbean: natural resources, climate, physical characteristics, culture, US history, modern day
Unit 6	South America	Key: <i>Systems</i> Related: Social Interactions, Norms	Personal and cultural expression	Personal and cultural expression varies depending on the norms of a country.	Ci & Cii Biii & Biv	Research Skills	Geography of South America: natural resources, climate, physical characteristics, culture, history, mod
7 <sup>th</sup> grade	Unit	Concepts	Global Context	Statement of Inquiry	MYP Objectives	ATL	Content
Unit 1	Core Concepts:	<b>Key:</b> Time, place and space <b>Related:</b> Scale	Orientation in time and space (scale, measurement and model and landscapes)	We locate places in time using scales, measurement and models.	C: Communicating Map	Thinking skills Communication skills	Longitude, latitude, 5 themes of geography. State standards: geography 1 and 2
Unit 2	Early Man	<b>Key:</b> time, place, space <b>Related:</b> civilization, innovation and revolution	Scientific and technical innovation (adaptation, ingenuity and progress, consequences and responsibility)	Civilizations adapt and change due to innovation that leads to consequences.	A: knowing and understanding D: Thinking Critically Expository essay/ Group task of building a civilization using GRAPES	Thinking skills Communication skills	State Standard: History 2 Pre-history, stone-age, textbook chapters 1 and 2

Individuals and Societies

Unit 3	Ancient Egypt and Judaism	<b>Key:</b> Time, place and space <b>Related:</b> Power, Civilization	Personal and cultural expression: (products, systems and institutions)	The art of a civilization influenced its power of the time.	<b>Criterion A: Knowing and understanding</b>  <b>Criterion C: Communicating</b>	Communication Research	<p>History 2. Economics 2 Archaeological discoveries are a way of learning about ancient civilisations</p> <p>The impact of the environment and how it can trigger the beginning of a civilisation</p> <p>The concept of "polytheism" and how Egyptian gods also had animal characteristics</p> <p>The process of mummification and how it played an important role in a person's life during this period. How the process could be different depending on a person's social class. Rituals performed to prepare the pharaoh for the hereafter and how these changed when there were financial restraints.</p> <p>Issues relating to women as rulers and the way their power is still having an effect on our world today (the pharaoh Hatshepsut was a woman disguised as a man).</p> <p>The social classes in ancient Egypt and the ways in which these affected people's quality and way of life.</p>
Unit 4	Ancient India and China	Key: Global interactions Related: social position (roles/status), identity	Fairness and development (Power and privilege)	<p>Religious interactions affect the identity of a culture's positions and power.</p> <p>Our interactions with others influence the identity and power within our social position</p>	<b>Criterion D: Thinking critically</b>	Thinking Self-management	<p>State standards: History 2, Geography 2, Civics, 1 and 2</p> <p>Compare different religions of India and China</p> <p>Social order</p> <p>Philosophies (leaders)</p> <p>Philosophies impact on today</p>

Individuals and Societies

Unit 5	The influence of Greece and Rome on other government systems	<b>Key:</b> Change <b>Related:</b> Causality, Governance	Fairness and development (democracy, politics, government and civil society)	Changes in government cause consequences both positive and negative	<b>Criterion D:</b> <b>Thinking Critically</b>	Thinking Communication Social Self-management: reflection, organization	State Standards: History 2, Geography 2, Civics, 1 and 2  Textbook Chapters 10-13
Unit 6	Byzantine Empire and Islam	<b>Key:</b> Global interactions <b>Related:</b> conflict, discrimination	Fairness and development (democracy, politics, civilization)	Interactions within civilizations lead to conflicts and discrimination regarding politics.	<b>Criterion A:</b> Knowing and Understanding  <b>Criterion D:</b> Thinking	Thinking	State Standards: history 2, geography 2, Civics 2 Chapters 14-15
8 <sup>th</sup> Grade	Unit	Concepts	Global Context	Statement of Inquiry	MYP Objectives	ATL	Content
Unit 1	Colonial Period Through the Revolution	Key: Global Interactions  Related: Innovation and revolution, liberty, conflict, rights	Personal and Cultural Expression (Social constructions of reality, philosophies and ways of life; belief systems)	Conflict over liberty and rights can lead to innovation and revolution around the world.	Criterion A: knowing and Understanding  Criterion B: Investigating  Criterion C: Communicating	Communication Research Self-management	Why and how colonies were established Belief systems that spawned the revolution (enlightenment, independence colonists wanted, Declaration of Independence) Revolutionary War (fight for independence  History 1.2.a: acts and revolutions 1.2.c: beginning battles of the revolution Geography 2.a: analyzing how people interact and show independence

Individuals and Societies

							2.b: comparing different geographical perspectives apply to specific issues. Civics: 4.1.e: analyzing primary sources
Unit 2	Government	Key: Systems Related: government, interdependence	Fairness and Development (Democracy, Politics, Government, and Civil Society)	A range of ideologies can lead to government systems that allow for interdependence.	Criterion C: Communicating Criterion D: Thinking Critically	Communication Thinking	US government: creation of, development of, structure of. 1.2.b: evaluate continuity and change of the country's history... Civics: 4.a.b.c.e: comparing and evaluating government forms and applying them to specific examples
Unit 3	Expansion	Key: Time, Place, and Space Related: resources and growth	Scientific and technical Innovation (ingenuity, progress, opportunity, consequences and responsibility)	Increased ingenuity and growth can occur over time because of the resources we have and need	Criterion A: Knowing and Understanding	Communication Thinking Social Self-management	Industrial growth as a nation Land expansion Economic and people expansion Geography: 2.2.a: analyze how cultural and social practices interact 2.1a,b,c,d: analyze human environment interaction and historic relationships 2.2.abc: interpret from a geographic perspective the expansion of the US

Individuals and Societies

Unit 4	Civil War and Reconstruction	Key: Change  Related: consequences, ideology, culture	Identities and relationships Moral reasoning and ethical judgment	Cultural conflict within a state requires moral reasoning and a response from the government that will ultimately change and define a nation.	B: Investigating D: Thinking Critically	Research Communication Thinking	Students learn about the Civil War and as their summative assessment they take on a role within the Reconstruction debate. History 1.1.ab: Use and interpret documents both primary and secondary and analyze evidence from multiple sources. History 1.2.def: Evaluate the impact of different factors – on topics and analyze causes and effects of major conflicts and analyze ideas that are critical to the understanding of American history and give examples of the ideals involved in major events and movements. Geography 2.2.ab: Analyze how economic, political, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation and conflict and compare how differing geographic
9 <sup>th</sup> grade	Unit	Concepts	Global Context	Statement of Inquiry	MYP Objectives	ATL	Content

Individuals and Societies

Unit 1	Introduction to Geography	Key: Time, Place, and Space Related: Scale, Perspective	Orientation in Time and Space (Students will explore how scale and perspective influence geographical representations of an area.)	Scale and perspective on given geographic tools impact understanding of time, place and space and are essential to understanding “where” and “why there”.	Criterion B: Investigating Criterion D: Thinking Critically	Thinking skills	Analyze maps and other geographic tools to investigate geographic questions.
Unit 2	Governments and Economic Systems	Key: Systems Related: Model, Government, Globalization	Fairness and Development (Students will explore how different models of government impact the interactions of nations.)	The student will understand that governments and their economic policies impact the nation’s people and the nation’s interactions with other nations.	Criterion A: Knowing and Understanding Criterion B: Investigating	Thinking skills	Investigate & analyze relation between resources and economic goals. Analyze the role of government and how government activities influence the economy.

Individuals and Societies


Unit 3	Demography	Key: Global Interactions Related: Patterns & Trends, Management and Intervention	Orientation and Time and Space (Students will explore how patterns and trends in population impact policies related to population and resource use.)	The student will understand that societies are impacted by population growth/change.	Criterion C: Communicating, Criterion D: Thinking Critically Criterion B: Investigating	Thinking skills Communication skills	Investigate & solve geographic questions. Analyze relationship between geography and population. Evaluate information to create original analysis.
Unit 4	World Religions  (optional unit)	Key: Systems Related: Beliefs, Tradition, Morality	Personal and cultural expression (Students will explore the belief system of the major religions of the world, focusing on traditions and ideas of morality.)	The student will understand the role of religion as it shapes cultures and cultural interaction.	Criterion A: Knowing and Understanding	Thinking skills	Explain how the migration of people and movement of ideas can enrich cultures, but also create tensions. Analyze how cooperation and conflict influence the division and control of the Earth.



Individuals and Societies

Unit 5	Human-Environment Interaction	Key: Change Related: Sustainability, Globalization, Management and Intervention	Globalization and Sustainability (Students will explore the interconnectedness of the world, and the role that resources play in this relationship between nations.)	The student will understand that resources are limited and cannot effectively sustain an infinitely growing population, therefore, societies make decisions regarding resource utilization based on available resources and economic stability.	Criterion C: Communicating Criterion D: Thinking Critically	Communication skills Research skills	Investigate & solve geographic questions. Analyze relationship between geography and population. Analyze limited resources to draw conclusions about resource use.
Unit 6	Physical Geography	Key: Change Related: Patterns and trends, resources	Orientation in time and space (Students will explore natural and human landscapes and resources.)	Students will understand how humans organize their societies and interact with the environment.	Criterion A: Investigating Criterion C: Communicating	Research skills Self-management skills	Locate physical and human features and evaluate their implications for society. Identify, evaluate, and communicate strategies to respond to constraints placed on human systems by the environment.

Individuals and Societies

 9 <sup>th</sup> grade Civics	Unit title	Key & Related Concepts	Global context	Statement of Inquiry	MYP objectives	ATL skills	Content (topics, knowledge, skills)
Unit 1	Foundations of Government	Key: Change and Systems Related: Ideologies, Rights, and Government	Identities and Relationships (Human nature and human dignity; moral reasoning and ethical judgment)	How is the U.S. Constitution a blueprint for democracy?	Criterion B: Investigation Criterion D: Thinking Critically	Research	Describe the origins, purposes, and limitations of government. Analyze and explain the importance of the principles of democracy. Analyze the role of the founding documents.
Unit 2	The U.S. Political System	Key: Systems Related: Government, Leadership, Cooperation	Fairness and Development (Democracy, politics, government and civil society)	How do political philosophies and values influence government?	Criterion B: Investigating Criterion C: Communicating	Social	Identify which level of government is appropriate for various policies. Explain how to monitor and influence public policy.
Unit 3	Citizenship and Immigration	Key: Time, Place, and Space Related: Integration, Globalization, and Citizenship.	Identities and Relationships (Identity formation; self-esteem; status; roles and role models)	What does it mean to be an American?	Criterion A: Knowing and Understanding Criterion D: Thinking Critically	Thinking	Describe the roles and influence of individuals and groups. Discuss multiple perspectives on local issues and options for participating in civic life.

Individuals and Societies

Unit 4	Governmental and Personal Financial Literacy	Key: Systems Related: Poverty, Scarcity, and Choice	Globalization and Sustainability (Markets, commodities, and commercialization)	What are the similarities and differences between personal finance and government finance?	Criterion A: Knowing and Understanding Criterion C: Communicating	Self-Management	Analyze how government activities influence the economy. Analyze how positive and negative incentives influence economic choices. Develop a financial plan including a budget based on short and long term goals.
10 <sup>th</sup> grade	Unit	Concepts	Global Context	Statement of Inquiry	MYP Objectives	ATL	Content
Unit 1	Foundations of World History	Key: Systems Related: Causality, Civilization, Identity	Orientation in Time & Space (Students will explore the development of civilizations and their lasting impact)	Students will investigate why civilizations form.  <b>Civilizations are systems formed to support human development.</b>	Knowing & Understanding Thinking Critically	Thinking Skills Communication Skills	Early Civilizations <ul style="list-style-type: none"> <li>• Characteristics of a Civilization</li> <li>• Fertile Crescent</li> </ul> Ancient Greece & Rome <ul style="list-style-type: none"> <li>• Role of Geography</li> <li>• Early Government</li> <li>• Religious Advancement</li> </ul> Assessment <ul style="list-style-type: none"> <li>• Mapping Practice</li> <li>• DBQ – Athens vs. Rome (C &amp; D)</li> <li>• Primary Source Documents OPVL (D)</li> </ul>

Individuals and Societies

							<ul style="list-style-type: none"> <li>• Debate – Roman Republic vs. Empire <b>(A &amp; C)</b></li> <li>• Multiple Choice/ Short Answer Exam <b>(A)</b></li> </ul>
Unit 2	Expanding Interactions	Key: Global Interactions Related: Conflict, Governance, Change	Fairness & Development (Students will explore the relationships between individuals and their governments and neighboring societies)	Students will discover how the expanding concept of globalization affects individual societies.  Global interactions have increased over time changing the role of governance to manage conflict.	Investigating Communicating	Research Skills Social Skills	<p>The Middle Ages</p> <ul style="list-style-type: none"> <li>• Feudalism</li> <li>• Dark Ages</li> <li>• The Crusades</li> </ul> <p>Early Civilizations of the Americas</p> <ul style="list-style-type: none"> <li>• Incas, Mayas, Aztecs</li> <li>• European Influence</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>• Research Paper with peer review – Were the Dark Ages really dark? <b>(A &amp; B)</b></li> <li>• Feudalism Webquest</li> <li>• Crusades Postcard <b>(B &amp; C)</b></li> </ul>
Unit 3	The First Global Age	Key: Global Interactions Related: Innovation, Interdependence	Globalization & Sustainability (Students will explore the interconnected nature of human-made systems)	Students will explore how the expanding concept of globalization leads to cooperation and conflict.	Thinking Critically	Thinking Skills	<p>The Renaissance</p> <ul style="list-style-type: none"> <li>• Art &amp; Literature</li> <li>• Reformation</li> <li>• Scientific Revolution</li> </ul> <p>Global Trade</p> <ul style="list-style-type: none"> <li>• Columbian Exchange</li> <li>• Triangular Trade Route</li> <li>• Middle Passage</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>• Mapping Practice</li> <li>• Multiple Choice/Short Answer Exam <b>(A)</b></li> </ul>

Individuals and Societies

							<ul style="list-style-type: none"> <li>• Martin Luther Document Questions &amp; OPVL (D)</li> </ul>
Unit 4	<p>An Age of Global Revolutions &amp; Their Legacies</p> <p>What forces drove the revolutions between 1700-1900?</p>	<p>Key: Change Related: Innovations and Revolution, Ideology</p>	<p>Scientific and technical innovation (Students will examine the development of technology and the relationship between ideological progress and change)</p>	<p>Students will discover how various revolutions led to significant changes in political and economic ideologies.</p>	<p>Communicating Thinking Critically</p>	<p>Social Skills Self-Management Skills</p>	<p>Political Revolutions</p> <ul style="list-style-type: none"> <li>• Enlightenment</li> <li>• American Revolution</li> <li>• French Revolution</li> <li>• Russian Revolution</li> </ul> <p>Industrial Revolution</p> <ul style="list-style-type: none"> <li>• Innovations</li> <li>• Hardships/ Impact Assessments</li> <li>• Debate – Most influential Enlightenment Thinker (C &amp; D)</li> <li>• French Revolution DBQ (D)</li> <li>• Industrial Revolution DBQ and photo study (C&amp;D)</li> </ul>
Unit 5	<p>Global Crisis &amp; Achievement</p> <p>How and why did the global balance of power change between 1900-1945?</p>	<p>Key: Global Interaction, Power Related: Causality, Conflict, Innovation and Revolution</p>	<p>Identities and Relationships (Students will examine the roots of cultural and national identity and the development of conflict and cooperation between societies to</p>	<p>Students will discover why alliances are formed and how they can lead to conflict.</p> <p>Innovation and revolution change the balance of power between nations and people.</p>	<p>Investigating Communicating Thinking Critically</p>	<p>Research Skills Communication Skills</p>	<p>World War I</p> <ul style="list-style-type: none"> <li>• Alliances</li> <li>• Technology &amp; Total War</li> <li>• Growth of global diplomatic relations</li> </ul> <p>World War II</p> <ul style="list-style-type: none"> <li>• Alliances</li> <li>• National Identities &amp; the Rise of Totalitarian Regimes</li> </ul> <p>Assessments</p>

Individuals and Societies

			reach global solutions)				<ul style="list-style-type: none"> <li>• Research technological advancements of 20<sup>th</sup> century warfare (B &amp; D)</li> <li>• Alliances Simulation (B &amp; C)</li> <li>• Mock League of Nations (B&amp;D)</li> </ul> Mapping Alliances (A & C)
Unit 6	Movements Toward Independence & Democracy  How have emerging nations fared in their quest for political stability, economic growth, and democracy? What was the impact of the Cold War?	Key: Change Related: Identity, Culture, Ideology	Fairness and Development (Students will explore the influence of social and political systems on leadership and the well-being of individuals)	Students will explore what leads societies to adopt, adapt, or resist change significant ideologies.  <b>Ideology and culture shape accepted ideologies.</b>	Knowing and Understanding Investigating	Social Skills Research Skills	Decolonization <ul style="list-style-type: none"> <li>• The naissance of global self-determination and independence movements</li> </ul> Cold War <ul style="list-style-type: none"> <li>• Conflicting political and economic ideologies</li> <li>• Social response to the arms race</li> <li>• Rise of proxy wars</li> </ul> Assessments <ul style="list-style-type: none"> <li>• Multiple Choice/ Short Answer Exam (A &amp; C)</li> <li>• Practice Internal</li> </ul>
Unit 7	Contemporary Global Issues What are the key issues facing the	Key: Time, Place and space Related: Interdependence	Globalization and Sustainability (Students will explore the interconnectedness of people on	Students will explore how governments and societies develop strategies for sustainability and	Investigating Communicating	Research Skills Self-management Skills	Changes in World Population Managing Natural Resources Patterns of Global Economic Interaction Conflict, Cooperation, & Security Assessments

Individuals and Societies

	world in the 21 <sup>st</sup> century?		earth, the means and methods of cooperation and the development of individuals in a global community)	advancement in today's globalized society (Time, place and space)			<ul style="list-style-type: none"><li>• Research regional environmental issues and solutions</li><li>• Model UN</li><li>• Mapping Economic interconnectedness</li></ul>
--	--	--	---	---	--	--	---