



THE DEMOCRATIC SCHOOL

Individuals and Societies Subject Overview

MYP Years I-V

MYP-I

Sr. No	Unit Name	K.C	R.C	Global Context	Statement of Inquiry	MYP Objectives	Approaches to learning	Content	Assessments
1	What does it mean to be a global citizen?	Global interactions	I&S •Choice •Power	Globalization and sustainability Focus exploration(s) • Human impact on the environment	Global problems are a reality but individuals have the power and choice to make positive differences	I&S Year 1 Objectives Objective A: Knowing and understanding -i. Use vocabulary in context -ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples. Objective B: Investigating -iii. collect and record relevant information consistent with the research question -iv. reflect on the process and results of the investigation. Objective C: Communicating -i. communicate information and ideas with clarity -ii. organize information and	Critical-thinking skills •Gather and organize relevant information to formulate an argument •Interpret data Creative-thinking skills •Create original works and ideas; use existing works and ideas in new ways Communication skills •Use a variety of speaking techniques to communicate with a variety of audiences Information literacy skills •Access information to be informed and inform others •Make connections between various sources of information	Learners will be able to learn about * Human Achievements * What are some of the issues facing the world today? * How have different environments been damaged by human action? * What are the consequences of plastic in the oceans? * What are the solutions to plastic in the oceans? * Environmental Case studies * Consequences of deforestation * Solutions to deforestation * Human rights * Some of the human rights	Summative assessment Presentation on an issue facing your local community. Criterion B Criterion C

						<p>cfideas effectively for the task</p> <p>Objective D:</p> <p>Thinking critically</p> <p>-iii. Identify and analyse a range of sources/data in terms of origin and purpose</p> <p>-iv. Identify different views and their implications.</p>	<ul style="list-style-type: none">•Present information in a variety of formats and platforms	<p>issues facing children</p> <ul style="list-style-type: none">* The united nations global goals for sustainable development	
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2.	What can we learn from different civilizations?	Time, place and space	Innovation and revolution	Scientific and technical innovation Focus exploration(s) • Adaptation, ingenuity and progress	Civilizations have developed at different times and locations bringing about change and innovation that influence how we view them.	I&S Year 1 Objectives Objective A: Knowing and understanding -i. use vocabulary in context -ii. Demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples. Objective C: Communicating -i. communicate information and ideas with clarity -ii. Organize information and ideas effectively for the task -iii. List sources of information in a way that follows the task instructions. Objective D: Thinking critically -ii. Use information to justify an opinion -iii. Identify and analyse a range of sources/data in	Creative-thinking skills •Use brainstorming and visual diagrams to generate new ideas and inquiries Communication skills •Use appropriate forms of writing for different purposes and audiences Reflection skills •Consider content Critical-thinking skills •Gather and organize relevant information to formulate an argument •Draw reasonable conclusions and generalizations Information literacy skills •Access information to be informed and inform others	■ Find out about different civilizations that emerged at different times in history. ■ Explore the factors that led to the development and innovations of different civilizations. ■ Take action by finding out ways that historical sites and artefacts can be protected for the future.	Summative Assessment: Research on what factors led to the emergence and achievements of different civilization. Criterion A Criterion C Criterion D
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						terms of origin and purpose -iv. Identify different views and their implications.			
3	How can maps provide us with a sense of time, place and space	•Time, place and space	I&S •Perspective	Orientation in space and time Focus exploration(s) • Scale, duration, frequency and variability	Maps provide insights into time, place and space and show how the world has changed over time, but they can be affected by different perspectives	I&S Year 1 Objectives Objective A: Knowing and understanding -i. use vocabulary in context -ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples. Objective B: Investigating -iv. reflect on the	Communication skills •Use and interpret a range of discipline-specific terms and symbols •Understand and use mathematical notation Critical-thinking skills •Draw reasonable conclusions and generalizations •Revise understanding	Learners will be able to learn about * Find out about the different uses of maps, as well as how they can be affected by a specific perspective. * Explore different examples of maps and how to use them. * Take action by considering the ways that maps can communicate important information	Summative Assessment : Design a fictional map and written reflection . Criterion A Criterion B Criterion C

						<p>process and results of the investigation.</p> <p>Objective C: Communicating -i. communicate information and ideas with clarity -ii. organize information and ideas effectively for the task</p> <p>Objective D: Thinking critically -i. identify the main points of ideas, events, visual representation or arguments -ii. use information to justify an opinion</p>	<p>based on new information and evidence</p> <p>Information literacy skills</p> <ul style="list-style-type: none"> •Make connections between various sources of information •Present information in a variety of formats and platforms <p>Reflection skills</p> <ul style="list-style-type: none"> •Develop new skills, techniques and strategies for effective learning <p>Creative-thinking skills</p> <ul style="list-style-type: none"> •Create original works and ideas; use existing works and ideas in new ways 	
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4	Where do we live?	•Change	I&S •Sustainability •Processes	Identities and relationships Focus exploration(s) • Identity formation	Settlements develop and change due to a variety of processes and their sustainability allows them to function successfully, affecting the identity of that location.	I&S Year 1 Objectives Objective A: Knowing and understanding -i. use vocabulary in context -ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples. Objective B: Investigating -i. explain the choice of a research question -ii. follow an action plan to explore a research question -iii. collect and record relevant information consistent with the research question Objective C: Communicating -i. communicate information and ideas with clarity -ii. organize information and ideas effectively for the task	Communication skills •Structure information in summaries, essays and reports Information literacy skills •Access information to be informed and inform others Critical-thinking skills •Draw reasonable conclusions and generalizations •Develop contrary or opposing arguments	* Find out about the different reasons why settlements develop and how they change over time. * Explore examples of settlements and the challenges and opportunities facing them. * Take action by looking at ways that settlements can become more sustainable for the future	Summative Assessment: Design a settlement of your choice. Criterion B Criterion C
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-iii. list sources of information in a way that follows the task instructions.

Objective D:

Thinking critically

- i. identify the main points of ideas, events, visual representation or arguments
- ii. use information to justify an opinion
- iii. identify and analyse a range of sources/data in terms of origin and purpose
- iv. identify different views and their implications.

5	What do people believe in?	Systems	Identity	Personal and cultural expression Focus exploration(s) • belief systems	Belief systems provide guidance to people in different ways and can shape personal identity and culture.	I&S Year 1 Objectives Objective A: Knowing and understanding -i. use vocabulary in context -ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples. Objective B: Investigating -ii. follow an action plan to explore a research question -iii. collect and record relevant information consistent with the research question Objective C: Communicating -ii. organize information and ideas effectively for the task -iii. list sources of information in a way that follows the task instructions.	Information literacy skills •Access information to be informed and inform others Critical-thinking skills •Gather and organize relevant information to formulate an argument •Draw reasonable conclusions and generalizations Creative-thinking skills •Use brainstorming and visual diagrams to generate new ideas and inquiries Transfer skills •Inquire in different contexts to gain a different perspective Communication skills •Use appropriate forms of writing for different purposes and	Find out about the beliefs of the major world religions ■about indigenous belief with specific examples ■ how belief can affect people’s identity and actions. ■Explore: ■ religious beliefs of Buddhism, Islam, Hinduism, Judaism and Christianity ■ indigenous beliefs including animism ■ ways of thinking that are concerned with spiritual powers. ■Take action by finding ways to promote tolerance and understanding of people who may have beliefs different from our own	Summative Assessment : Written essay on belief. Criterion A Criterion B Criterion C
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							<p>audiences</p> <ul style="list-style-type: none">• Interpret and use effectively modes of non-verbal communication• Collaborate with peers and experts using a variety of digital environments and media.• Make inferences and draw conclusions• Structure information in summaries, essays and reports		
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6.	<p>What factors contribute to the fairness and development of societies?</p>	Global interactions	Resources	<p>Fairness and development</p> <p>Focus exploration(s)</p> <ul style="list-style-type: none"> • Inequality, difference and inclusion 	<p>Access to resources and equality of opportunities can help societies to develop to become fairer places but this is often dependent on global interactions.</p>	<p>I&S</p> <p>Year 1 Objectives</p> <p>Objective A: Knowing and understanding</p> <ul style="list-style-type: none"> -i. use vocabulary in context -ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples. <p>Objective B: Investigating</p> <ul style="list-style-type: none"> -iv. reflect on the process and results of the investigation. <p>Objective C: Communicating</p> <ul style="list-style-type: none"> -i. communicate information and ideas with clarity -ii. organize information and ideas effectively for the task -iii. list sources of information in a way that follows the task instructions. <p>Objective D: Thinking critically</p>	<p>Information literacy skills</p> <ul style="list-style-type: none"> • Access information to be informed and inform others • Make connections between various sources of information <p>Reflection skills</p> <ul style="list-style-type: none"> • Consider content <p>Creative-thinking skills</p> <ul style="list-style-type: none"> • Create novel solutions to authentic problems <p>Communication skills</p> <ul style="list-style-type: none"> • Use a variety of speaking techniques to communicate with a variety of audiences <p>Critical-thinking skills</p> <ul style="list-style-type: none"> • Gather and organize relevant information to formulate an argument • Draw reasonable conclusions and 	<ul style="list-style-type: none"> ■ Find out about poverty in the world and its consequences. ■ Explore the factors that contribute to the development of a country. ■ Take action by reflecting and acting on issues in our local communities 	<p>Summative Assessment :</p> <p>Write a Development plan for your community</p> <p>Criterion A Criterion C Criterion D</p>
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						<p>-ii. use information to justify an opinion -iv. identify different views and their implications.</p>	<p>generalizations •Consider ideas from multiple perspectives •Propose and evaluate a variety of solutions</p>		
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MYP-II

Sr no	Unit Name	Key concepts	Related concepts	Global context	Statement of Inquiry	MYP Objectives	Approaches to learning	Content	Assessment
1.	How has globalization shaped the world?	Change	Processes Globalization	Globalization and sustainability Focus exploration(s) • Commonality, diversity and interconnection	Globalization has occurred due to a variety of processes that have changed the world, bringing both opportunities and challenges	I&S Year 1 Objectives Objective A: Knowing and understanding -i. use vocabulary in context -ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples. Objective C: Communicating -i. communicate information and ideas with clarity -ii. organize information and ideas effectively for the task -iii. list sources of information in a way that follows the task instructions. Objective D: Thinking critically -i. identify the main	Critical-thinking skills •Practise observing carefully in order to recognize problems •Evaluate evidence and arguments Creative-thinking skills •Apply existing knowledge to generate new ideas, products or processes Communication skills •Write for different purposes Reflection skills •Consider content •Consider ethical, cultural and environmental implications Information literacy skills •Make connections between various sources of information	* Globalization * Globalization and language * Causes of globalization * Transnational corporations	Summative Assessment : An evaluation and reflection on globalization scenarios. Criterion A Criterion C Criterion D

						<p>points of ideas, events, visual representation or arguments -ii. use the information to justify an opinion -iv. identify different views and their implications.</p>			
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2.	What was life like in the Middle Ages	Time, place and space	Perspective Identity	Fairness and development Focus exploration(s) • Human capability and development	The Identity and development of past societies can be explored through the perspective of the people who lived there.	I&S Year 1 Objectives Objective A: Knowing and understanding -i. use vocabulary in context -ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples. Objective B: Investigating -ii. follow an action plan to explore a research question -iii. collect and record relevant information consistent with the research question -iv. reflect on the process and results of the investigation. Objective C: Communicating -i. communicate information and ideas with clarity -ii. organize information and ideas effectively for	Creative-thinking skills •Use brainstorming and visual diagrams to generate new ideas and inquiries •Apply existing knowledge to generate new ideas, products or processes •Create original works and ideas; use existing works and ideas in new ways Critical-thinking skills •Gather and organize relevant information to formulate an argument •Evaluate evidence and arguments •Consider ideas from multiple perspectives	* Find out about some of the major developments that occurred during the Middle Ages * Explore different aspects of people's lives during the Middle Ages * Take Action by finding opportunities to engage in the skills of historical	Summative Assessment : What was life like in the Middle Ages. (Essay writing) Criterion A Criterion B Criterion C
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						<p>the task</p> <p>Objective D:</p> <p>Thinking critically</p> <ul style="list-style-type: none">-ii. use the information to justify an opinion-iii. identify and analyse a range of sources/data in terms of origin and purpose-iv. identify different views and their implications.			
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3.	<p>Why are natural environments important to individuals and societies?</p>	Systems	Sustainability	<p>Identities and relationships</p> <p>Focus exploration(s)</p> <ul style="list-style-type: none"> • Environments and human impact 	<p>The relationship between living things in different environments can be viewed as a system and sustainability can help these environment to last into the future</p>	<p>I&S</p> <p>Year 1 Objectives</p> <p>Objective A: Knowing and understanding</p> <ul style="list-style-type: none"> -i. use vocabulary in context -ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples. <p>Objective B: Investigating</p> <ul style="list-style-type: none"> -i. explain the choice of a research question -ii. follow an action plan to explore a research question -iii. collect and record relevant information consistent with the research question <p>Objective C: Communicating</p> <ul style="list-style-type: none"> -i. communicate information and ideas with clarity <p>Objective D: Thinking critically</p> <ul style="list-style-type: none"> -i. identify the main points of ideas, 	<p>Communication skills</p> <ul style="list-style-type: none"> •Find information for disciplinary and interdisciplinary inquiries, using a variety of media <p>Organization skills</p> <ul style="list-style-type: none"> •Use appropriate strategies for organizing complex information <p>Information literacy skills</p> <ul style="list-style-type: none"> •Access information to be informed and inform others •Make connections between various sources of information <p>Critical-thinking skills</p> <ul style="list-style-type: none"> •Interpret data •Formulate factual, topical, conceptual and debatable questions •Develop contrary or opposing arguments <p>Transfer skills</p> <ul style="list-style-type: none"> •Apply skills and knowledge in unfamiliar situations <p>Creative-thinking skills</p> <ul style="list-style-type: none"> •Use brainstorming 	<p>* Find out: about different environments in the world and how they can be seen as a system</p> <p>* Explore: examples of the human impact on environments with case studies of grassland and rainforest biomes</p> <p>* Take Action: by promoting sustainable development both in local and global context</p>	<p>Summative Assessment :</p> <p>Magazine article on natural environment</p> <p>Criterion A Criterion B Criterion C</p>
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						events, visual representation or arguments -ii. use information to justify an opinion	and visual diagrams to generate new ideas and inquiries		
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4.	How does exploration affect global interactions?	Global interactions	Causality (cause and consequence)	Orientation in space and time Focus Exploration: Explorations and global interactions	In the past humans explored the world and continue to do so for a variety of reasons. This exploration often affects global interactions in both positive and negative ways	I&S Year 1 Objectives Objective A: Knowing and understanding -i. use vocabulary in context -ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples. Objective B: Investigating -i. explain the choice of a research question Objective C: Communicating -ii. organize information and ideas effectively for the task Objective D: Thinking critically -i. identify the main points of ideas, events, visual representation or arguments	Critical-thinking skills •Gather and organize relevant information to formulate an argument •Draw reasonable conclusions and generalizations Information literacy skills •Access information to be informed and inform others •Make connections between various sources of information Communication skills •Write for different purposes	Find out about explorations at different times in history as well as its importance in the 21st century Explore the reasons why people explore and the different consequences of explorations Take action by considering the ways that exploration can bring positive consequences to people's lives	Summative Assessment : How have explorers affected the world? Criterion A Criterion B Criterion C
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5.	How can energy be produced by sustainably?	Time, place and space	Resources	Scientific and technical innovation Focus exploration(s) <ul style="list-style-type: none"> • Energy 	Humans use resources in different ways around the world and use innovative method to be sustainable	I&S Year 1 Objectives Objective C: Communicating -i. communicate information and ideas with clarity -ii. organize information and ideas effectively for the task Objective D: Thinking critically -i. identify the main points of ideas, events, visual representation or arguments -ii. use information to justify an opinion	Information literacy skills <ul style="list-style-type: none"> • Access information to be informed and inform others Critical-thinking skills <ul style="list-style-type: none"> • Gather and organize relevant information to formulate an argument • Evaluate evidence and arguments Communication skills <ul style="list-style-type: none"> • Write for different purposes 	Find out about the use of resources around the world Explore how energy is produced by different resources and the opportunities and challenges associated with this Take action by looking at the sustainable approaches to energy usage in local communities	Summative Assessment : Is wind power a viable option ? Criterion C Criterion D
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6.	How have innovations and ideas changed the world?	Change	I&S Causality (cause and consequence) Innovation and revolution	Personal and cultural expression Focus Explorations: Innovations	Innovations and ideas are developed by a variety of causes and can bring about lasting change to individuals and societies.	I&S Year 1 Objectives Objective A: Knowing and understanding -i. use vocabulary in context Objective B: Investigating -i. explain the choice of a research question Objective C: Communicating -i. communicate information and ideas with clarity Objective D: Thinking critically -i. identify the main points of ideas, events, visual representation or arguments	Communication skills •Use a variety of speaking techniques to communicate with a variety of audiences •Write for different purposes Critical-thinking skills •Gather and organize relevant information to formulate an argument •Evaluate evidence and arguments •Draw reasonable conclusions and generalizations	Find out about examples of ideas and innovations from history Explore the time periods of the Renaissance and the Enlightenment and look at some of the main ideas and innovations Take action by looking out how ideas and innovations can solve issues in out local communities	Summative Assessment : Ideas that change the world . Criterion A Criterion B Criterion C Criterion D
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MYP-III

Sr no.	Unit Name	Key concepts	Related concepts	Global context	Statement of inquiry	MYP Objectives	Approaches to learning	Content	Assessment
1.	How are societies governed?	•Systems	•Power	Fairness and development Focus exploration(s) • 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.	I&S Year 3 Objectives Objective B: Investigating -iii. use methods to collect and record relevant information -iv. evaluate the process and results of the investigation, with guidance. Objective C: Communicating -i. communicate information and ideas in a way that is appropriate for the audience and purpose -ii. structure information and ideas according to the task instructions -iii. create a reference list and cite sources of information. Objective D: Thinking critically -i. analyse	Creative-thinking skills •Create original works and ideas; use existing works and ideas in new ways Communication skills •Use a variety of speaking techniques to communicate with a variety of audiences •Make effective summary notes for studying Critical-thinking skills •Gather and organize relevant information to formulate an argument •Develop contrary or opposing arguments Information literacy skills •Access information to be informed and inform others	Governing systems	Summative Assessment : Totalitarian states. Criterion B Criterion D

						concepts, issues, models, visual representation and/or theories -ii. summarize information to make valid, well- supported arguments			
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2.	How can new technologies affect our identities and relationships?	<ul style="list-style-type: none"> •Global interactions 	I&S <ul style="list-style-type: none"> •Perspective •Innovation and revolution 	Identities and relationships Focus exploration(s) <ul style="list-style-type: none"> • Identity formation 	Technological innovations have different effects on our identities and relationships with others	I&S Year 3 Objectives Objective A: Knowing and understanding -i. use a range of terminology in context -ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples. Objective B: Investigating -iv. evaluate the process and results of the investigation, with guidance. Objective C: Communicating -i. communicate information and ideas in a way that is appropriate for the audience and purpose -ii. structure information and ideas according to the task	Communication skills <ul style="list-style-type: none"> •Use a variety of speaking techniques to communicate with a variety of audiences Creative-thinking skills <ul style="list-style-type: none"> •Use brainstorming and visual diagrams to generate new ideas and inquiries •Practice flexible thinking—develop multiple opposing, contradictory and complementary arguments Information literacy skills <ul style="list-style-type: none"> •Make connections between various sources of information •Present information in a variety of formats and platforms Critical-thinking skills <ul style="list-style-type: none"> •Formulate factual, topical, conceptual and debatable questions 	Find out about some of the major technological breakthroughs from history Explore how modern technologies have affected our identities and relationships Take Action by exploring the ways technologies can be used for social good	Summative Assessment : Does technology harm our relationships with others ? Criterion A Criterion B Criterion C Criterion D
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						<p>instructions</p> <ul style="list-style-type: none">-iii. create a reference list and cite sources of information. <p>Objective D:</p> <p>Thinking critically</p> <ul style="list-style-type: none">-i. analyse concepts, issues, models, visual representation and/or theories-ii. summarize information to make valid, well-supported arguments-iii. analyse a range of sources/ data in terms of origin and purpose, recognizing value and limitations-iv. recognize different perspectives and explain their implications.			
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3.	<p>What are natural hazards and how do societies respond to them?</p>	<ul style="list-style-type: none"> •Systems 	<p>I&S</p> <ul style="list-style-type: none"> •Resources 	<p>Orientation in space and time</p> <p>Focus exploration(s)</p> <ul style="list-style-type: none"> • Natural and human landscapes and resources 	<p>Societies can be affected by different types of hazards and require innovative systems and resources in order to respond effectively to them</p>	<p>I&S</p> <p>Year 3 Objectives</p> <p>Objective A: Knowing and understanding</p> <ul style="list-style-type: none"> -i. use a range of terminology in context -ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples. <p>Objective B: Investigating</p> <ul style="list-style-type: none"> -ii. formulate and follow an action plan to investigate a research question -iv. evaluate the process and results of the investigation, with guidance. <p>Objective C: Communicating</p> <ul style="list-style-type: none"> -i. communicate information and ideas in a way that is appropriate for the audience and 	<p>Information literacy skills</p> <ul style="list-style-type: none"> •Access information to be informed and inform others •Present information in a variety of formats and platforms <p>Collaboration skills</p> <ul style="list-style-type: none"> •Encourage others to contribute <p>Organization skills</p> <ul style="list-style-type: none"> •Use appropriate strategies for organizing complex information <p>Media literacy skills</p> <ul style="list-style-type: none"> •Demonstrate awareness of media interpretations of events and ideas (including digital social media) <p>Critical-thinking skills</p> <ul style="list-style-type: none"> •Draw reasonable conclusions and generalizations <p>Transfer skills</p> <ul style="list-style-type: none"> •Apply skills and knowledge in unfamiliar situations 	<p>Find out about the causes and consequences of the natural hazards</p> <p>Explore case studies of natural hazards and how societies have responded to them</p> <p>Take Action by raising a campaign to help an area affected by natural hazard</p>	<p>Summative Assessment :</p> <p>New report on a natural hazard .</p> <p>Criterion A</p> <p>Criterion B</p> <p>Criterion C</p>
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						<p>purpose</p> <ul style="list-style-type: none">-ii. structure information and ideas according to the task instructions-iii. create a reference list and cite sources of information.			
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4.	Where are all the people?	•Change	I&S •Equity	Globalization and sustainability Focus exploration(s) • Human impact on the environment	The population of human societies changes due to a variety of processes, and sustainable development can help to promote more equity in these societies	I&S Year 3 Objectives Objective A: Knowing and understanding -i. use a range of terminology in context -ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples. Objective B: Investigating -ii. formulate and follow an action plan to investigate a research question -iii. use methods to collect and record relevant information Objective C: Communicating -i. communicate information and ideas in a way that is appropriate for the audience and purpose	Communication skills •Use appropriate forms of writing for different purposes and audiences Critical-thinking skills •Gather and organize relevant information to formulate an argument •Interpret data •Draw reasonable conclusions and generalizations •Develop contrary or opposing arguments Information literacy skills •Collect, record and verify data •Access information to be informed and inform others •Make connections between various sources of information	Find out about how the world population has changed over time and which processes allow this to happen. Explore the ways of modelling population change and look at case studies of social issues in different societies due to these changes. Take action by looking at how sustainable development can promote more equitable and fair societies	Summative Assessment : Population infographic. Criterion A Criterion B Criterion C
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						<ul style="list-style-type: none">-ii. structure information and ideas according to the task instructions-iii. create a reference list and cite sources of information. <p>Objective D:</p> <p>Thinking critically</p> <ul style="list-style-type: none">-i. analyse concepts, issues, models, visual representation and/or theories-ii. summarize information to make valid, well-supported arguments-iv. recognize different perspectives and explain their implications.			
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5.	What is culture?	Time, place and space	I&S •Culture •Identity	Personal and cultural expression Focus exploration(s) • ritual and play	Culture forms as part of our shared identity with others, is often dependent on time, place and space, and can be expressed in many ways	I&S Year 3 Objectives Objective A: Knowing and understanding -i. use a range of terminology in context -ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples. Objective C: Communicating -i. communicate information and ideas in a way that is appropriate for the audience and purpose -ii. structure information and ideas according to the task instructions -iii. create a reference list and cite sources of information. Objective D: Thinking critically	Transfer skills •Apply skills and knowledge in unfamiliar situations Critical-thinking skills •Gather and organize relevant information to formulate an argument •Draw reasonable conclusions and generalizations Creative-thinking skills •Use brainstorming and visual diagrams to generate new ideas and inquiries	Find out about culture and the different ways it can be expressed. Explore different examples of cultural identity and its role in different societies Take action by finding opportunities to protect and preserve cultural traditions.	Summative Assessment : Explain the different ways that culture affects our identity. Criterion A Criterion C Criterion D
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						<ul style="list-style-type: none">-i. analyse concepts, issues, models, visual representation and/or theories-ii. summarize information to make valid, well-supported arguments-iii. analyse a range of sources/ data in terms of origin and purpose, recognizing value and limitations-iv. recognize different perspectives and explain their implications.			
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6.	Why do societies experience revolution?	•Change	I&S •Causality (cause and consequence)	Orientation in space and time Focus exploration(s) • Epochs, eras, turning points and “big history”	At different times and location, societies can experience revolutionary change, due to a variety of causes and often with long lasting consequences	I&S Year 3 Objectives Objective A: Knowing and understanding -i. use a range of terminology in context -ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples. Objective B: Investigating -i. formulate/choose a clear and focused research question, explaining its relevance -ii. formulate and follow an action plan to investigate a research question -iii. use methods to collect and record relevant information -iv. evaluate the process and	Creative-thinking skills •Create original works and ideas; use existing works and ideas in new ways Critical-thinking skills •Gather and organize relevant information to formulate an argument •Draw reasonable conclusions and generalizations Organization skills •Use appropriate strategies for organizing complex information	Find out about the reasons why societies experience revolution and the different types that can occur Explore examples of revolutions in Russia and China with a focus on their causes and consequences.	Summative Assessment: Thinking critically about revolutions. Criterion A Criterion B Criterion C Criterion D
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						<p>results of the investigation, with guidance.</p> <p>Objective C: Communicating</p> <ul style="list-style-type: none">-i. communicate information and ideas in a way that is appropriate for the audience and purpose-ii. structure information and ideas according to the task instructions-iii. create a reference list and cite sources of information. <p>Objective D: Thinking critically</p> <ul style="list-style-type: none">-i. analyse concepts, issues, models, visual representation and/or theories-ii. summarize information to make valid, well-supported arguments-iii. analyse a range of sources/ data in terms of origin and purpose,			
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						<p>recognizing value and limitations -iv. recognize different perspectives and explain their implications.</p>			
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MYP-IV

Sr, No	Unit Title	Key Concept.	Related Concept.	Global Context.	Statement Of Inquiry.	Objectives.	ATL	Content. Resources.	Assessment
1.	How revolutionary was the Industrial Revolution?	Change	Innovation and revolution	Scientific and technical innovation Possible exploration	Innovations in science and technology can lead to revolutionary changes in the ways we live and work. Possible Exploration Industrialization and engineering	<p>Criterion A: Knowing and understanding</p> <p>i. use a range of terminology in context</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.</p> <p>Criterion B Investigating</p> <p>i. formulate/choose a clear and focused research question, explaining its relevance</p> <p>iii. use methods to collect and record relevant information</p> <p>Criterion C Communication</p> <p>i. communicate information and ideas</p>	<p>■Communication skills</p> <p>1. Paraphrase accurately and concisely</p> <p>2. Negotiate ideas and knowledge with peers and teachers</p> <p>3. Use appropriate forms of writing for different purposes and audiences</p> <p>4. Organize and depict information logically</p> <p>5. Structure information in summaries, essays and reports</p>	<p>Find out how environmental, political, social and economic factors led to revolutionary changes in industry and working conditions in Britain and Japan.</p> <p>Explore:</p> <ul style="list-style-type: none"> • the key events and changes that led to the Industrial Revolution • the relationship and links between causal factors and the impact of revolutionary change on societies • the relationship between innovation and revolution. 	<p>Learners will: Write an essay. On 'Industrialization brings benefits to society.' To what extent do you agree with this claim? Answer with reference to provided Sources O to S and also with reference to your own knowledge of the impact of industrialization.</p> <p>Criterion A Criterion C Criterion D</p>

					<p>in a way that is appropriate for the audience and purpose</p> <p>ii. structure information and ideas according to the task instructions</p> <p>Criterion D Thinking Critically</p> <p>i. analyse concepts, issues, models, visual representation and/or theories</p> <p>ii. summarize information to make valid, well-supported arguments</p> <p>iii. analyse a range of sources/data in terms of origin and purpose, recognizing value and limitations</p>	<p>6. Read critically and for comprehension</p> <p>7. Make inferences and draw conclusions</p> <p>8. Structure information in essay format</p> <p>Meet deadlines</p> <p>■ Creative-thinking skills</p> <p>1. Create original works and ideas; Use existing works and ideas in new ways</p> <p>■ Critical-thinking skills</p> <p>1. Gather and organize relevant information to formulate an argument</p> <p>2. Recognize unstated assumptions and bias; Evaluate evidence and arguments</p> <p>3. Consider ideas from multiple perspectives</p>	<p>Take action by exploring where child labour still exists today.</p>
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							<p>4. Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding</p> <p>5. Draw reasonable conclusions and generalizations</p> <p>■ Organization skills</p> <p>1. Plan a short-term assignment</p> <p>■ Transfer skills</p> <p>1. Inquire in different contexts to gain a different perspective</p>		
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	Unit Title	Key Concept.	Related Concept.	Global Context.	Statement of Inquiry.	Objectives.	ATL Skills.	Content.	Assessment
2.	What impact have pioneers, innovators and developers had on societies?	Time, place and space	Significance	Orientation in space and time Possible exploration	The significance of pioneers, innovators, and developers is dependent on their time and place Possible Exploration Turning points and “big history”	Criterion A Knowing and Understanding ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples. Criterion B Investigating i. formulate a clear and focused research question and justify its relevance ii. formulate and follow an action plan to investigate a research question	■ Communication skills 1. Negotiate ideas and knowledge with peers ■ Critical-thinking skills 1. Evaluate evidence and arguments 2. Gather and organize relevant information to formulate an argument 3. Evaluate evidence and arguments 4. Use models to explore complex systems and issues 5. Revise understanding based on new information and evidence 6. Interpret data 7. Evaluate evidence and arguments	■ Find out what it means to be a pioneer, innovator or developer and why nineteenth-century America was a time of innovation. ■ Explore: ■ the achievements of different pioneers in nineteenth-century America ■ the factors that encourage and hold back innovation and the ways in which pioneers and innovators have been products of their time. ■ Take action by reviewing the work of the pioneers and innovators of today	Review your findings on different pioneers, innovators and developers in your own countries. ! Are there any pioneers, developers or innovators from today who you think will help change the lives of individuals, or the world as a whole, for the better? Conduct brief interviews with teachers in different subject areas (for example, Mathematics, Languages, Arts and Science) and find out who they consider to be a pioneer or innovator in their subject in the twenty-first century. Are there any individuals or groups that are identified in more than one subject area? You could create a display of twenty-first century pioneers, innovators and developers

						<p>iii. use research methods to collect and record appropriate, varied and relevant information</p> <p>iv. evaluate the process and results of the investigation.</p> <p>Criterion C Communicating</p> <p>i. communicate information and ideas effectively using an appropriate style for the audience and purpose</p> <p>ii. structure information and ideas in a way that is appropriate to the specified format</p> <p>iii. document sources of information using a recognized convention.</p> <p>Criterion D Thinking Critically</p>	<p>■ Information literacy skills</p> <ol style="list-style-type: none"> 1. Identify primary and secondary sources 2. Collect, record and verify data 3. Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions 4. Identify primary and secondary sources 5. Collect and analyse data to identify solutions and make informed decisions <p>■ Media literacy skills</p> <ol style="list-style-type: none"> 1. Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media <p>■ Transfer skills</p> <ol style="list-style-type: none"> 1. Inquire in different contexts 	<p>Criterion B Criterion C</p>
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						iii. analyse a range of sources/data in terms of origin and purpose, recognizing value and limitations	to gain a different perspective		
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	Unit Title	Key Concept.	Related Concept.	Global Context.	Statement of Inquiry.	Objectives.	-ATL Skills.	Content. Resources.	Assessment
3.	Does trade and exchange promote cooperation or	Global interactions	Cooperation	Globalization and sustainability Possible exploration Commodities and	Cooperation in trade can foster positive global relations; however, global trade based on exploitation is	Criterion A : Knowing and understanding i. use a wide range of terminology in context ii. demonstrate knowledge and	■Communication skills 1. Read critically and for comprehension 2. Make effective summary notes 3. Collaborate with peers using a	■ Find out about some of the international trade routes and commodities. ■ Explore: ■ the factors that led trade to encourage aid and exchange as well as	The UN Declaration of Human Rights outlawed slavery in any form in 1948. However, human trafficking remains an international problem. Indeed, some estimates suggest that almost 30 million people are living

	lead to exploitation?			commercialization	not sustainable and can cause conflict.	<p>understanding of subject-specific content and concepts through developed descriptions, explanations and examples.</p> <p>Criterion B Investigating</p> <p>i. formulate a clear and focused research question and justify its relevance</p> <p>ii. formulate and follow an action plan to investigate a research question</p> <p>iii. use research methods to collect and record appropriate, varied and relevant information</p> <p>Criterion C: Communicating</p> <p>ii. structure information and ideas according to the task instructions</p> <p>Criterion D: Thinking Critically</p>	<p>variety of digital environments and media</p> <p>4. Use a variety of speaking techniques to communicate with a variety of audiences</p> <p>■Critical-thinking skills</p> <p>1. Gather and organize relevant information to formulate an argument</p> <p>2. Consider ideas from multiple perspectives</p> <p>3. Evaluate evidence and arguments</p> <p>4. Analyse and evaluate issues and ideas</p> <p>■Information literacy skills</p> <p>1. – Collect, record and verify data</p> <p>2.Make connections between various sources of information</p> <p>3. Process data and report results</p> <p>■ Transfer skills</p> <p>1. Inquire in different contexts to</p>	<p>bring exploitation and tension</p> <p>■ the ways in which trade can foster both international cooperation and international tension.</p> <p>■ Take action by investigating human trafficking today</p>	<p>in slavery today. Particularly vulnerable to human trafficking are children.</p> <p>In groups, investigate modern-day slavery. You can look for newspaper articles from your own country and compare these with evidence from other countries and regions. Prepare a presentation for your year group or school on the issue of slavery and the organizations that attempt to stop the twenty-first century slave trade</p> <p>Criterion B</p> <p>Criterion C</p>
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						<p>i. analyse concepts, issues, models, visual representation and/or theories</p> <p>ii. summarize information to make valid, well-supported arguments</p>	<p>gain a different perspective</p>		
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	Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Objectives	ATL Skills	Content	Assessment
3.	What do geographers do?	Systems	Diversity; Patterns and trends	Orientation in space and time Possible exploration Natural and human landscapes and resources	To be a geographer means to investigate diverse physical and human systems that result in changes over time and variations over space.	Criterion A: Knowing and understanding i. use a wide range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples. Criterion B Investigating ii. formulate and follow an action plan to investigate a research question	<ul style="list-style-type: none"> ■ Collaboration skills ■ Creative-thinking skills 1. Create original works and ideas ■ Critical-thinking skills 1. Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding 2. Practise observing carefully in order to recognize problems 3. Identify trends and forecast possibilities; Interpret data 4. Test generalizations and conclusions 5. Consider ideas from multiple perspectives 6. Recognize unstated assumptions and bias 7. Use models and simulations to explore complex systems and issues ■ Information literacy skills 	<ul style="list-style-type: none"> ■ Find out about the different skills and techniques used by geographers to investigate human and physical systems. ■ Explore how geography helps us understand changes over time and space. ■ Take action by carrying out our own geographical inquiry. 	<p>Use the MYP concepts to design and investigate the impacts of human activity in a local area. You could examine the effects of different transport systems or waste management systems where you live. Consider the following:</p> <ul style="list-style-type: none"> ◆ the main modes of transport and associated infrastructure ◆ noise pollution and traffic congestion ◆ the provision for dealing with waste, such as bins and recycling collection points ◆ the level of littering and waste pollution in public spaces <p>Brainstorm any particular interests,</p>

4.	How can we manage the interaction of water and land?	Systems	Management and intervention; Sustainability; Processes	<p>Scientific and technical innovation Possible exploration</p> <p>Strategy and infrastructure</p>	Technology enables us to manage the systems and processes in which water and land interact; scientific understanding enables us to do so sustainably	<p>Criterion A Knowing and Understanding</p> <p>i. use a wide range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.</p> <p>Criterion C Communicating</p> <p>i. communicate information and ideas effectively using an appropriate the style for the audience and purpose structure information and ideas in a way that is appropriate to the specified</p>	<p>■ Collaboration skills</p> <p>1. Listen actively to other perspectives and ideas</p> <p>2. Encourage others to contribute; Build consensus</p> <p>■ Communication skills</p> <p>1. Take effective notes in class</p> <p>2. Make effective summary notes for studying</p> <p>3. Write for different purposes; Organize and depict information logically</p> <p>4. Use a variety of media to communicate with a range of audiences</p> <p>5. Making effective notes</p> <p>■ Critical-thinking skills</p> <p>1. Draw reasonable conclusions and generalizations</p> <p>2. Interpret data</p> <p>3. Draw reasonable conclusions and generalizations</p>	<p>■ Find out how rivers and coasts can change the landscape through natural processes.</p> <p>■ Explore how humans have tried to manage the processes of change in rivers and coasts.</p> <p>■ Take action by raising awareness of the impacts that flooding can have on many communities around the world.</p>	<p>In pairs or groups, research and evaluate how successful the different methods might be in terms of protection, and also in terms of their sustainability for the surrounding area. Think in terms of the area they are protecting, but also areas further down the coastline.</p> <p>Criterion D</p>
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format iii.
document sources
of information
using a recognized
convention.

Criterion D
Thinking critically

i. discuss
concepts, issues,
models,
visual
representation and
theories

ii. synthesize
information to
make
valid, well-
supported
arguments

iii. analyse and
evaluate a range of
sources/data in
terms of origin and
purpose, examining
value and
limitations
interpret different
perspectives and
their implications.

■ **Information
literacy skills**

1. Collect, record
and verify data;
Process data and
report results

2. Access
information to be
informed and
inform others

MYP-V

	Unit Title	Key Concept.	Related Concept.	Global Context.	Statement of Inquiry.	Objectives.	ATL Skills.	Content. Resources.	Assessments
1	Do social, cultural and artistic movements reflect the era in which they take place?	Time, place and space	Civilization	Personal and cultural expression Possible exploration Philosophies and ways of life	Social, cultural and artistic movements reflect the time, place and space of their civilization	<p>ii. use a wide range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.</p> <p>Criterion C Communicating i. communicate information and ideas effectively using an appropriate the style for the audience and purpose</p>	<p>Critical-thinking skills</p> <ol style="list-style-type: none"> 1. Evaluate evidence and arguments 2. – Recognize unstated assumptions and bias <p>Information literacy skills</p> <ol style="list-style-type: none"> 1. Access information to be informed 2. Access information to be informed and inform others <p>Transfer skills</p> <ol style="list-style-type: none"> 1. Inquire in different contexts to gain a different perspective 	<p>■ Find out about different art and cultural movements.</p> <p>■ Explore:</p> <ul style="list-style-type: none"> ■ the reasons why these movements developed ■ the impact of these movements. ■ Take action by considering current cultural movements and looking at how far they reflect today’s society 	<p>Watch the following video: People’s Century: New Release 1968 and answer questions 1–3:</p> <p>http://youtu.be/tBjZRh4KOOI?list=PLuL26fXZ8eTNLLnugg2BTyOZQ7HT-QZk4 1</p> <p>What reasons do people in the programme give for youth rebellion? 2 What examples does the video give of the social and cultural impact of this rebellion? 3 What impact did this rebellion have on politics in the USA and in Europe? Now, investigate the culture of the 1960s further. How will you achieve this? Get into groups. Each group should investigate one of the following areas of youth culture that developed in the 1960s:</p> <ul style="list-style-type: none"> ● Fashion (for both males and females) ● Television

structure information and ideas in a way that is appropriate to the specified format iii. document sources of information using a recognized convention.

**Criterion D
Thinking critically**

i. discuss concepts, issues, models, visual representation and theories
iv. synthesize information to make valid, well-supported arguments
v. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations
interpret different perspectives and their implications.

- Film
- Dance
- Magazines
- Protest songs

How will you present your findings?

Your group will prepare a presentation, which can be via PowerPoint, video or posters.

You could also present this as a formal report with a clear introduction, main body and conclusion. Your report should be 700–1500 words long.

**Criterion B
Criterion C**

	Unit Title	Key Concept.	Related Concept.	Global Context.	Statement of Inquiry.	Objectives.	ATL Skills.	Content Resources.	Assessments
2.	How have ideas reflected change in the last 200 years?	Change	Ideology	Identities and relationships Possible exploration Identity formation	Intellectual and ideological movements have changed our identities and have impacted relationships within communities and between nations	<p>iii. use a wide range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.</p> <p>Criterion C Communicating i. communicate information and ideas effectively using an appropriate the style for the audience and purpose</p>	<p>■ Communication skills 1. Use a variety of speaking techniques to communicate with a variety of audiences</p> <p>■ Critical-thinking skills 1. Evaluate evidence and arguments 2. Recognize unstated assumptions and bias 3. Gather and organize relevant data to formulate an argument 4. Evaluate evidence and arguments</p> <p>■ Information literacy skills 1. – Make connections between various sources of information 2. Access information to be</p>	<p>■ Find out about the ideas of key ideological and intellectual movements in the nineteenth and twentieth centuries.</p> <p>■ Explore: ■ the factors that led to new ideologies and intellectual movements ■ the ways in which socio-economic changes lead to new ideas. ■ Take action by examining which ideas have an impact on us today</p>	<p>Review the material in this chapter and draft an essay plan for the following question: ‘Analyse the ways in which intellectual and ideological movements have changed our identities and have impacted on relationships within communities and between nations.’ or</p> <p>Take a large piece of paper and attempt to show the different intellectual and ideological movements visually. How could you represent these different ideas in diagrammatic or visual form? Can you show links between the different movements?</p>

						<p>structure information and ideas in a way that is appropriate to the specified format</p> <p>iii. document sources of information using a recognized convention.</p> <p>Criterion D Thinking critically</p> <p>i. discuss concepts, issues, models, visual representation and</p>	<p>informed and inform others</p> <p>■ Media literacy skills</p> <p>1. Communicate information and ideas effectively</p> <p>■ Organization skills</p> <p>1. Create plans to prepare for summative assessments</p> <p>2. Use appropriate strategies for organizing complex information</p> <p>■ Transfer skills</p> <p>1. Make connections between subject groups and disciplines</p>		<p>Criterion A Criterion C Criterion D</p>
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	Unit Title	Key Concept	Related Concept.	Global Context.	Statement of Inquiry.	Objectives.	ATL Skills.	Content. Resources.	Assessment
3.	How can biomes be managed for all to benefit?	Change	Sustainability ; Management and intervention; Processes	Fairness and development Possible Exploration Human capability and development	Changes in the processes within different biomes can be managed sustainably for all to benefit. Possible explorat Human capability and development	1.use a wide range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples. Criterion C Communicating i. communicate information and ideas effectively using an appropriate	<p>■ Communication skills</p> <ol style="list-style-type: none"> 1. Write for different purposes 2. Structure information in summaries, essays and reports <p>■ Critical-thinking skills</p> <ol style="list-style-type: none"> 1. Evaluate evidence and arguments 2. Gather and organize relevant information to formulate an argument <p>■ Information literacy skills</p> <ol style="list-style-type: none"> 1. Access information to be informed and inform others 2. Collect and analyse data to identify solutions and/or make informed decisions 3. Take effective notes in class 	<p>■ Find out how indigenous people, animals and plants have adapted to the climate.</p> <p>■ Explore how biomes have been exploited for their resources.</p> <p>■ Take action by raising awareness of exploitation of biomes and the people living in them and of how to be a sustainable consumer when buying products such as palm oil.</p>	<ol style="list-style-type: none"> 1. Using Informational Source A, give reasons why some governments and companies want to use palm oil. 2. Using the information from the source and your own knowledge, describe and explain how palm oil exploitation has changed the processes within the tropical rainforests of Indonesia and Malaysia. 3. Using Source A and your own research, complete the following: You have been commissioned to write a report on the use of palm oil. You have been asked to make a decision on whether the use of palm oil should be allowed. You have to explain how palm oil is being used, evaluate the advantages and disadvantages of

					<p>the style for the audience and purpose structure information and ideas in a way that is appropriate to the specified format</p> <p>iii. document sources of information using a recognized convention.</p> <p>Criterion D Thinking critically</p> <p>i. discuss concepts, issues, models, visual representation and</p>			<p>using palm oil and then make your final decision, with justifications. Some websites to help with the research:</p> <p>https://stories.undp.org/10-things-we-all-should-know-aboutindigenous-people</p> <p>www.survivalinternational.org/</p> <p>https://epthinktank.eu/2018/02/19/palm-oil-economic-andenvironmental-impacts/</p> <p>www.worldwildlife.org/pages/which-everyday-products-contain-palm-oil</p> <p>www.theguardian.com/environment/2018/jun/26/palm-oil-disastrousfor-wildlife-but-here-to-stay-experts</p> <p>https://rspo.org/certification</p> <p>Criterion A Criterion D</p>
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	Unit Title	Key Concept.	Related Concept.	Global Context.	Statement of Inquiry.	Objectives.	ATL Skills.	Content Resources.	Assessments
4.	Do we have the right to see the world?	Global interactions	Disparities and equality; Sustainability	Personal and cultural expression Possible exploration Systems and institutions	Global tourism can bring positive change for people and their cultures, but also disparities and inequality	<p>i. use a wide range of terminology in context</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.</p> <p>Criterion C Communicating</p> <p>i. communicate information and ideas effectively using an appropriate the style for the audience and purpose structure information and ideas in a way that is appropriate to the specified format</p>	<p>■ Creative-thinking skills</p> <p>1. Apply existing knowledge to generate new ideas, products or processes</p> <p>■ Information literacy skills</p> <p>1. Access information to be informed and inform others</p> <p>■ Collaboration skills</p> <p>1. Practise empathy 2. Build consensus</p> <p>■ Communication skills</p> <p>1. Organize and depict information logically; Structure information in summaries, essays and reports 2. Make effective summary notes for studying 3. Write for different purposes</p>	<p>■ Find out why tourism has changed.</p> <p>■ Explore the impacts of tourism in different places around the globe.</p> <p>■ Take action by looking at the impact of tourism on indigenous people.</p>	<p>Many indigenous populations around the globe are losing land and their culture due to global interactions such as tourism.</p> <p>Survival International (www.survivalinternational.org) is an organization that promotes protection for indigenous people's rights. !</p> <p>The United Nations Sustainable Development Goals (SDGs) can be used to help protect the rights of indigenous peoples. Use this website to help you understand more about how the goals can be used to do this: www.un.org/sustainabledevelopment/blog/2016/05/how-can-the-sdgs-best-help-indigenous-peoples/</p>

iii. document sources of information using a recognized convention.

Criterion D

Thinking critically

i. discuss concepts, issues, models, visual representation and

Why not set up a club to promote the rights of indigenous peoples and the UN's SDGs? !
The UN's International Day of the World's Indigenous Peoples is on 9 August.

Your class or group could raise awareness of the issues that many indigenous groups face. Visit the United Nations website to source more information:
www.un.org/en/events/indigenous-day/
The Visible Thinking Routine Making It Fair can be used to help find actions to investigate further

Criterion B
Criterion C
Criterion D