

Individuals and Societies Subject Overview MYP Years I-V

MYP-I

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

cfideas effectively for the task •Present issues facing Objective D: Thinking critically -iii. Identify and analyse a range of sources/data in terms of origin and purpose -iv. Identify different views and their implications. •Present issues facing	
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	What can	Time, place	Innovation	Scientific and	Civilizations	1&S	Creative-thinking	Find out about	Summative
2.	we learn	and space	and	technical	have	Year 1 Objectives	skills	different civilizations	Assessment:
	from		revolution	innovation	developed at	Objective A:	•Use	that emerged at	
	different				different	Knowing and	brainstorming	different times in	Research on what
	civilization			Focus	times and	understanding	and visual	history.	factors led to the
	s?			exploration(s)	locations	-i. use vocabulary	diagrams to	 Explore the factors 	emergence and
				Adaptation,	bringing	in context	generate new	that led to the	achievements of
				ingenuity and	about change	-ii. Demonstrate	ideas and	development and	different civilization.
				progress	and	knowledge and	inquiries	innovations of	
				1 0 0 0	innovation	understanding of	Communication	different civilizations.	Criterion A
					that	subject-specific	skills	Take action by	Criterion C
					influence	content and	•Use appropriate	finding out ways that	Criterion D
					how we view	concepts, using	forms of writing	historical sites and	
1					them.	descriptions,	for different	artefacts can be	
						explanations and	purposes and	protected for the	
						examples.	audiences	future.	
						Objective C:	Reflection skills		
						Communicating	 Consider 		
						-i. communicate	content		
						information and	Critical-thinking		
						ideas with clarity	skills		
						-ii. Organize	 Gather and 		
						information and	organize relevant		
						ideas effectively for	information to		
						the task	formulate an		
						-iii. List sources of	argument		
						information in a	•Draw		
						way that follows	reasonable		
						the task	conclusions and		
						instructions.	generalizations		
						Objective D:	Information		
						Thinking critically	literacy skills		
						-ii. Use information	 Access 		
						to justify an	information to be		
						opinion	informed and		
1						-iii. Identify and	inform others		
						analyse a range of			
						sources/data in			

						terms of origin and purpose -iv. Identify different views and their implications.			
3	How can maps	•Time, place and	I&S • Perspectiv	Orientation in space and	Maps provide	I&S Year 1 Objectives	Communication skills	Learners will be able to learn about	Summative Assessment :
	provide us with a	space	е	time	insights into	Objective A:	•Use and	* Find out about the different uses of	Design a fictional
	sense of			Focus	time, place and space	Knowing and understanding	interpret a range of discipline-	maps, as well as how	Design a fictional map and written
	time, place			exploration(s)	and show	-i. use vocabulary	specific terms	they can be affected	reflection .
	and space			• Scale,	how the	in context	and symbols	by a specific	
				duration,	world has	-ii. demonstrate	 Understand and 	perspective.	Criterion A
				frequency and variability	changed over time, but	knowledge and understanding of	use mathematical	* Explore different examples of maps	Criterion B Criterion C
				variability	they can be	subject-specific	notation	and how to use	
					affected by	content and	Critical-thinking	them.	
					different	concepts, using	skills	* Take action by	
					perspectives	descriptions,	•Draw	considering the ways	
	1					explanations and	reasonable	that maps can	
								• •	
						examples.	conclusions and	communicate	
						examples. Objective B: Investigating	conclusions and generalizations •Revise	communicate important information	

			process and results	based on new	
			of the	information and	
			investigation.	evidence	
			-	Information	
			Objective C:		
			Communicating	literacy skills	
			-i. communicate	•Make	
			information and	connections	
			ideas with clarity	between various	
			-ii. organize	sources of	
			information and	information	
			ideas effectively for	 Present 	
			the task	information in a	
			Objective D:	variety of	
			Thinking critically	formats and	
			-i. identify the main	platforms	
			points of ideas,	Reflection skills	
			events, visual	•Develop new	
			representation or	skills, techniques	
			arguments	and strategies for	
			-ii. use information	effective learning	
			to justify an	Creative-thinking	
			opinion	skills	
			•	 Create original 	
				works and ideas;	
				use existing	
				works and ideas	
				in new ways	

4	Where do	 Change 	1&S	Identities and	Settlements	1&S	Communication	* Find out about the	Summative
	we live?		 Sustainabi 	relationships	develop and	Year 1 Objectives	skills	different reasons	Assessment:
			lity		change due	Objective A:	 Structure 	why settlements	
			 Processes 	Focus	to a variety	Knowing and	information in	develop and how	Design a settlement
				exploration(s)	of processes	understanding	summaries,	they change over	of your choice.
				 Identity 	and their	-i. use vocabulary	essays and	time.	
				formation	sustainability	in context	reports	* Explore examples	Criterion B
					allows them	-ii. demonstrate	Information	of settlements and	Criterion C
					to function	knowledge and	literacy skills	the challenges and	
					successfully,	understanding of	 Access 	opportunities facing	
					affecting the	subject-specific	information to be	them.	
					identity of	content and	informed and	* Take action by	
					that location.	concepts, using	inform others	looking at ways that	
						descriptions,	Critical-thinking	settlements can	
						explanations and	skills	become more	
						examples.	•Draw	sustainable for the	
						Objective B:	reasonable	future	
						Investigating	conclusions and		
						-i. explain the	generalizations		
						choice of a	•Develop		
						research question	contrary or		
						-ii. follow an action	opposing		
						plan to explore a	arguments		
						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			
1						the task			

		-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.	
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5	What do	Systems	Identity	Personal and	Belief	1&S	Information	■Find out about the	Summative
5	people	Systems	identity	cultural		Year 1 Objectives	literacy skills	beliefs of the major	Assessment :
	believe in?				systems provide	Objective A:	•Access	world religions	Assessment.
	believe in:			expression	guidance to	Knowing and	information to be	■about indigenous	Written essay on
				Focus	people in	understanding	informed and	belief with specific	belief.
					different	-i. use vocabulary	inform others		Dellel.
				exploration(s)belief		in context	Critical-thinking	examples ■ how belief can	Criterion A
					ways and can	-ii. demonstrate	skills		Criterion B
				systems	shape		•Gather and	affect people's	Criterion C
					personal	knowledge and		identity and actions. ■Explore:	Criterion C
					identity and	understanding of	organize relevant		
					culture.	subject-specific	information to	■ religious beliefs of	
						content and	formulate an	Buddhism, Islam,	
						concepts, using	argument	Hinduism, Judaism	
						descriptions,	•Draw	and Christianity	
						explanations and	reasonable conclusions and	indigenous beliefs	
						examples. Objective B:	generalizations	including animism ■ ways of thinking	
						•	-		
						Investigating -ii. follow an action	Creative-thinking	that are concerned	
							skills	with spiritual powers.	
						plan to explore a research question	•Use brainstorming	Take action by finding ways to	
						-iii. collect and	and visual	promote tolerance	
						record relevant		and understanding of	
						information	diagrams to	people who may	
						consistent with the	generate new ideas and	have beliefs different	
						research question	inquiries	from our own	
						Objective C:	Transfer skills		
						Communicating	•Inquire in		
						-ii. organize	different		
						information and	contexts to gain a		
						ideas effectively for	different		
						the task			
						-iii. list sources of	perspective Communication		
						information in a	skills		
						way that follows	•Use appropriate		
						the task	forms of writing		
						instructions.	for different		
1									
							purposes and		

					 audiences 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.	What	Global	Resources	Fairness and	Access to	1&S	Information	Find out about	Summative
	factors	interaction		development	resources	Year 1 Objectives	literacy skills	poverty in the world	Assessment :
	contribute	S			and equality	Objective A:	•Access	and its	
	to the	-		Focus	of	Knowing and	information to be	consequences.	Write a Development
	fairness and			exploration(s)	opportunities	understanding	informed and	■Explore the factors	plan for your
	developmen			 Inequality, 	can help	-i. use vocabulary	inform others	that contribute to	community
	t of			difference and	societies to	in context	•Make	the development of a	,
	societies?			inclusion	develop to	-ii. demonstrate	connections	country.	Criterion A
					become	knowledge and	between various	Take action by	Criterion C
					fairer places	understanding of	sources of	reflecting and acting	Criterion D
					but this is	subject-specific	information	on issues in our local	
					often	content and	Reflection skills	communities	
					dependent	concepts, using	 Consider 		
					on global	descriptions,	content		
					interactions.	explanations and	Creative-thinking		
						examples.	skills		
						Objective B:	 Create novel 		
						Investigating	solutions to		
						-iv. reflect on the	authentic		
						process and results	problems		
						of the	Communication		
						investigation.	skills		
						Objective C:	•Use a variety of		
						Communicating	speaking		
						-i. communicate	techniques to		
						information and	communicate		
						ideas with clarity	with a variety of		
						-ii. organize	audiences		
						information and	Critical-thinking		
						ideas effectively for	skills		
						the task	•Gather and		
						-iii. list sources of	organize relevant		
						information in a	information to formulate an		
						way that follows the task			
						instructions.	argument ●Draw		
						Objective D:	reasonable		
						Thinking critically	conclusions and		
							conclusions and		

			-ii. use information to justify an opinion -iv. identify different views and their implications.	generalizations • Consider ideas from multiple perspectives • Propose and evaluate a variety of solutions		
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MYP-II

1. How has globalization shaped the world? Change globalization sustainability Processes Globalization and auxistinability Globalization and auxiety of processes that have changed the exploration(s) • Commonality, diversity and interconnection 84.8 curred due to a variety of processes that have changed the exploration(s) • Commonality, diversity and interconnection 74.85 curred due to a variety of processes that have changed the exploration(s) • Commonality, diversity and interconnection 84.8 curred due to a variety of processes that have changed the exploration(s) • Commonality, diversity and interconnection 74.85 curred due to a variety of processes that have changed the world, bringing diversity and interconnection 84.8 curred due to a variety of to context Critical-thinking skills * Globalization and arguments creative-thinking * Causes of and arguments An evaluation and arguments croporations * Apply existing knowledge and understanding of subject-specific content and generate new ideas, products or products or processes * Apply existing * Apply existing knowledge to generate new ideas, products or products or processes Criterion A Criterion C Criterion D Objective C: Communicating information and ideas with clarity -i. communication skills • Write for different purposes • Write for different purposes • Hintory • Hintory • Consider content information and ideas effectively for information and way that follows the task • Make connections subject-specific content information and way that follows the task • Write for different purposes • Make connections • Make conn	Sr no	Unit Name	Key concept s	Related concepts	Global context	Statement of Inquiry	MYP Objectives	Approaches to learning	Content	Assessment
Instructions. Information Objective D: Thinking critically	1.	globalization shaped the	-		and sustainability Focus exploration(s) • Commonality, diversity and	occurred due to a variety of processes that have changed the world, bringing both opportunities and	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:	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 content • Consider ethical, cultural and environmental implications Information literacy skills • Make connections between various	* Globalization and language * Causes of globalization * Transnational	Assessment : An evaluation and reflection on globalization scenarios. Criterion A Criterion C

	points of ideas, events, visual representation or arguments -ii. use the information to justify an opinion -iv. identify different views and their implications.	

2.	What was	Time,	Perspective	Fairness and	The Identity and	1&S	Creative-thinking	* Find out	Summative
Ζ.	life like in the	place	Identity	development	development of	Year 1 Objectives	skills	about some of	Assessment :
		and	identity	development		-	•Use brainstorming		Assessment :
	Middle Ages			Focus	past societies can	Objective A:	•	the major	What was life
		space			be explored	Knowing and	and visual diagrams	global	
				exploration(s)	through the	understanding	to generate new	developments	like in the
				Human	perspective of the	-i. use vocabulary	ideas and inquiries	that occurred	Middle Ages.
				capability and	people who lived	in context	•Apply existing	during the	(Essay writing)
				development	there.	-ii. demonstrate	knowledge to	Middle Ages	
						knowledge and	generate new ideas,		Criterion A
						understanding of	products or	Explore differen	Criterion B
						subject-specific	processes	t aspects of	Criterion C
						content and	•Create original	people's lives	
						concepts, using	works and ideas;	during the	
						descriptions,	use existing works	Middle Ages	
						explanations and	and ideas in new	* Take Action	
						examples.	ways	by finding	
						Objective B:	Critical-thinking	opportunities	
						Investigating	skills	to engage in the	
						-ii. follow an action	•Gather and	skills of	
						plan to explore a	organize relevant	historical	
						research question	information to		
						-iii. collect and	formulate an		
						record relevant	argument		
						information	•Evaluate evidence		
						consistent with the	and arguments		
						research question	•Consider ideas		
						-iv. reflect on the	from multiple		
						process and results	perspectives		
						of the			
						investigation.			
						Objective C:			
						Communicating			
						-i. communicate			
						information and			
						ideas with clarity			
						-ii. organize			
						information and			
						ideas effectively for			

3.	Why are	Systems	Sustainability	Identities and	The relationship	1&S	Communication	* Find out:	Summative
5.	natural	Systems	Sustainability	relationships	between living	Year 1 Objectives	skills	about different	Assessment :
	environment			relationships	things in different	Objective A:	•Find information	environments	Assessment .
	s important			Focus	environments can	Knowing and	for disciplinary and	in the world	Magazine
	to individuals			exploration(s)	be viewed as a	understanding	interdisciplinary	and how they	article on
	and			• Environments	system and	-i. use vocabulary	inquiries, using a	can be seen as	natural
	societies?			and human	sustainability can	in context	variety of media	a system	environment
	societies:			impact	help these	-ii. demonstrate	Organization skills	* Explore:	environment
				inipact	environment to	knowledge and	•Use appropriate	examples of the	Criterion A
					last into the	understanding of	strategies for	human impact	Criterion B
					future	subject-specific	organizing complex	on	Criterion C
					Tuture	content and	information	environments	Citterion C
						concepts, using	Information literacy	with case	
						descriptions,	skills	studies of	
						explanations and	•Access information	grassland and	
						examples.	to be informed and	rainforest	
						Objective B:	inform others	biomes	
						Investigating	Make connections	* Take Action:	
						-i. explain the	between various	by promoting	
						choice of a	sources of	sustainable	
						research question	information	development	
						-ii. follow an action	Critical-thinking	both in local	
						plan to explore a	skills	and global	
						research question	 Interpret data 	context	
						-iii. collect and	•Formulate factual,		
						record relevant	topical, conceptual		
						information	and debatable		
						consistent with the	questions		
						research question	•Develop contrary		
						Objective C:	or opposing		
						Communicating	arguments		
						-i. communicate	Transfer skills		
						information and	 Apply skills and 		
						ideas with clarity	knowledge in		
						Objective D:	unfamiliar situations		
						Thinking critically	Creative-thinking		
						-i. identify the main	skills		
						points of ideas,	 Use brainstorming 		

		events, visual representation or arguments -ii. use information to justify an opinion	and visual diagrams to generate new ideas and inquiries	

4.	How does	Global	Causality	Orientation in	In the past	I&S	Critical-thinking	Find out about	Summative
	exploration	interacti	(cause and	space and time	humans explored	Year 1 Objectives	skills	explorations at	Assessment :
	affect global	ons	consequence		the world and	Objective A:	•Gather and	different times	
	interactions?)	Focus	continue to do so	Knowing and	organize relevant	in history as	How have
				Exploration:	for a variety of	understanding	information to	well as its	explorers
				Explorations	reasons. This	-i. use vocabulary	formulate an	importance in	affected the
				and global	exploration often	in context	argument	the 21st	world?
				interactions	affects global	-ii. demonstrate	 Draw reasonable 	century	
					interactions in	knowledge and	conclusions and	Explore the	Criterion A
					both positive and	understanding of	generalizations	reasons why	Criterion B
					negative ways	subject-specific	Information literacy	people explore	Criterion C
						content and	skills	and the	
						concepts, using	 Access information 	different	
						descriptions,	to be informed and	consequences	
						explanations and	inform others	of explorations	
						examples.	 Make connections 	Take action by	
						Objective B:	between various	considering the	
						Investigating	sources of	ways that	
						-i. explain the	information	exploration can	
						choice of a	Communication	bring positive	
						research question	skills	consequences	
						Objective C:	Write for different	to people's lives	
						Communicating	purposes		
						-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			

5.	How can	Time,	Resources	Scientific and	Humans use	1&S	Information literacy	Find out about	Summative
	energy be	place		technical	resources in	Year 1 Objectives	skills	the use of	Assessment :
	produced by	and		innovation	different ways	Objective C:	 Access information 	resources	
	sustainably?	space			around the world	Communicating	to be informed and	around the	Is wind power a
				Focus	and use	-i. communicate	inform others	world	viable option ?
				exploration(s)	innovative	information and	Critical-thinking	Explore how	
				 Energy 	method to be	ideas with clarity	skills	energy is	Criterion C
					sustainable	-ii. organize	 Gather and 	produced by	Criterion D
						information and	organize relevant	different	
						ideas effectively for	information to	resources and	
						the task	formulate an	the	
						Objective D:	argument	opportunities	
						Thinking critically	 Evaluate evidence 	and challenges	
						-i. identify the main	and arguments	associated with	
						points of ideas,	Communication	this	
						events, visual	skills	Take acion by	
						representation or	 Write for different 	looking at the	
						arguments	purposes	sustainable	
						-ii. use information		approaches tp	
						to justify an		energy usage in	
						opinion		local	
								communities	

6.	How have	Change	1&S	Personal and	Innovations and	1&S	Communication	Find out about	Summative
0.	innovations	Change	Causality	cultural	ideas are	Year 1 Objectives	skills	examples of	Assessment :
	and ideas		(cause and	expression	developed by a	Objective A:	•Use a variety of	ideas and	Assessment.
			•	expression	variety of causes	Knowing and	,	innovations	Ideas that
	changed the		consequence	France		•	speaking techniques		
	world?)	Focus	and can bring	understanding	to communicate	from history	change the
			Innovation	Explorations:	about lasting	-i. use vocabulary	with a variety of	Explore the	world .
			and	Innovations	change to	in context	audiences	time periods of	
			revolution		individuals and	Objective B:	Write for different	the Renaissance	Criterion A
					societies.	Investigating	purposes	and the	Criterion B
						-i. explain the	Critical-thinking	Enlightenment	Criterion C
						choice of a	skills	and look at	Criterion D
						research question	 Gather and 	some of the	
						Objective C:	organize relevant	main ideas and	
						Communicating	information to	innovations	
						-i. communicate	formulate an	Take action by	
						information and	argument	looking out how	
						ideas with clarity	•Evaluate evidence	ideas and	
						Objective D:	and arguments	innovations can	
						Thinking critically	•Draw reasonable	solve issues in	
						-i. identify the main	conclusions and	out local	
						points of ideas,	generalizations	communities	
						events, visual	8		
						representation or			
						arguments			
						arguments			

MYP-III

Sr	Unit Name	Кеу	Related	Global context	Statement of	MYP Objectives	Approaches to	Content	Assessment
no.		concepts	concepts		inquiry		learning		
1.	How are	 Systems 	•Power	Fairness and	The	1&5	Creative-thinking	Governing	Summative
	societies			development	governance of	Year 3 Objectives	skills	systems	Assessment :
	governed?				societies is	Objective B:	 Create original 		
				Focus	organized by	Investigating	works and ideas; use		Totalitarian
				exploration(s)	different	-iii. use methods	existing works and		states.
				 Democracy, 	systems that	to collect and	ideas in new ways		
				politics,	are used to	record relevant	Communication skills		Criterion B
				government	distribute	information	 Use a variety of 		Criterion D
				and civil	power,	-iv. evaluate the	speaking techniques		
				society	affecting	process and	to communicate with		
					fairness and	results of the	a variety of audiences		
					development.	investigation,	 Make effective 		
						with guidance.	summary notes for		
						Objective C:	studying		
						Communicating	Critical-thinking skills		
						-i. communicate	 Gather and organize 		
						information and	relevant information		
						ideas in a way	to formulate an		
						that is	argument		
						appropriate for	 Develop contrary or 		
						the audience and	opposing arguments		
						purpose	Information literacy		
						-ii. structure	skills		
						information and	 Access information 		
						ideas according	to be informed and		
						to the task	inform others		
						instructions			
						-iii. create a			
						reference list and			
						cite sources of			
						information.			
						Objective D:			
						Thinking critically			
						-i. analyse			

			concepts, issues, models, visual representation and/or theories -ii. summarize information to make valid, well- supported arguments		

2.	How can new	•Global	1&S	Identities and	Technological	1&S	Communication skills	Find out about	Summative
۷.	technologies	interactions	•Perspectiv	relationships	innovations	Year 3 Objectives	•Use a variety of	some of the	Assessment :
	affect our	Interactions	-	relationships	have different	•			Assessment.
	identities and		e	Farma		Objective A:	speaking techniques	major	Deee technology
			•Innovatio	Focus	effects on our	Knowing and	to communicate with	technological	Does technology
	relationships?		n and	exploration(s)	identities and	understanding	a variety of audiences	breakthroughs	harm our
			revolution	• Identity	relationships	-i. use a range of	Creative-thinking	from history	relationships
				formation	with others	terminology in	skills		with others ?
						context	•Use brainstorming	Explore how	
						-ii. demonstrate	and visual diagrams to	modern	Criterion A
						knowledge and	generate new ideas	technologies	Criterion B
						understanding of	and inquiries	have affected our	Criterion C
						subject-specific	 Practice flexible 	identities and	Criterion D
						content and	thinking—develop	relationships	
						concepts,	multiple opposing,		
						through	contradictory and	Take Action by	
						descriptions,	complementary	exploring the	
						explanations and	arguments	ways	
						examples.	Information literacy	technologies can	
						Objective B:	skills	be used for social	
						Investigating	 Make connections 	good	
						-iv. evaluate the	between various		
						process and	sources of		
						results of the	information		
						investigation,	 Present information 		
						with guidance.	in a variety of formats		
						Objective C:	and platforms		
						Communicating	Critical-thinking skills		
						-i. communicate	•Formulate factual,		
						information and	topical, conceptual		
						ideas in a way	and debatable		
						that is	questions		
						appropriate for			
						the audience and			
						purpose			
						-ii. structure			
						information and			
						ideas according			
						to the task			
L		l	I		L				

			instructions		
			-iii. create a		
			reference list and		
			cite sources of		
			information.		
			Objective D:		
			Thinking critically		
			-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.		
1					

17 IM/bet even InCustomen IIIC I Ovientetien in ICentetien and IIIC Information Provide the Provident Provident	the Company attack
3. What are •Systems I&S Orientation in Societies can I&S Information literacy Find out abo	
natural •Resources space and time be affected by Year 3 Objectives skills the causes and time	
hazards and different Objective A: •Access information consequence	
how doFocustypes ofKnowing andto be informed andthe natural	New report on a
societiesexploration(s)hazards andunderstandinginform othershazards	natural hazard .
respond to • Natural and require -i. use a range of • Present information	
them? human innovative terminology in in a variety of formats Explore case	Criterion A
Iandscapes and systems and context and platforms studies of na	
resources resources in -ii. demonstrate Collaboration skills hazards and	
order to knowledge and •Encourage others to societies hav	
respond understanding of contribute responded to	
effectively to subject-specific Organization skills them	
them content and •Use appropriate	
concepts, strategies for Take Action	у
through organizing complex raising a	
descriptions, information campaign to	-
explanations and Media literacy skills an area affect	ed
examples. •Demonstrate by natural ha	zard
Objective B: awareness of media	
Investigating interpretations of	
-ii. formulate and events and ideas	
follow an action (including digital	
plan to social media)	
investigate a Critical-thinking skills	
research question •Draw reasonable	
-iv. evaluate the conclusions and	
process and generalizations	
results of the Transfer skills	
investigation, •Apply skills and	
with guidance. knowledge in	
Objective C: unfamiliar situations	
Communicating	
-i. communicate	
information and	
ideas in a way	
that is	
appropriate for	
the audience and	

|--|

4	Where are all	•Change	I&S	Globalization	The	1&S	Communication skills	Find out about	Summative
4.	the people?	 Change 	•Equity	and	population of	Year 3 Objectives	•Use appropriate	how the world	Assessment :
	the people!		•Equity	sustainability	human	Objective A:	forms of writing for	population has	Assessment.
				Sustainability	societies	Knowing and	different purposes	changed over	Population
				Focus	changes due	understanding	and audiences	time and which	infographic.
				exploration(s)	to a variety of	-i. use a range of	Critical-thinking skills	processes allow	intographic.
				• Human	processes,	terminology in	•Gather and organize	this to happen.	Criterion A
				impact on the	and	context	relevant information	this to happen.	Criterion B
				environment	sustainable	-ii. demonstrate	to formulate an	Explore the ways	Criterion C
				environment	development	knowledge and	argument	of modelling	Citterion C
					can help to	understanding of	•Interpret data	population	
					•	•	•Draw reasonable		
					promote more	subject-specific content and	•Draw reasonable conclusions and	change and look at case studies of	
					equity in these	concepts,	generalizations	social issues in	
					societies	through	•Develop contrary or	different	
					societies	descriptions,		societies due to	
						explanations and	opposing arguments Information literacy	these changes.	
						examples.	skills	these changes.	
						Objective B:	•Collect, record and	Take action by	
						Investigating	verify data	looking at how	
						-ii. formulate and	•Access information	sustainable	
						follow an action	to be informed and	development can	
						plan to	inform others	promote more	
						investigate a	Make connections	equitable and fair	
						research question	between various	societies	
						-iii. use methods	sources of	societies	
						to collect and	information		
						record relevant	intormation		
						information			
						Objective C:			
						Communicating			
						-i. communicating			
						information and			
						ideas in a way			
						that is			
						appropriate for			
						the audience and			
						purpose			
						haihose			

	-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 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	Time, place	1&5	Personal and	Culture forms	1&5	Transfer skills	Find out about	Summative
	culture?	and space	•Culture	cultural	as part of our	Year 3 Objectives	 Apply skills and 	culture and the	Assessment :
			 Identity 	expression	shared	Objective A:	knowledge in	different ways it	
					identity with	Knowing and	unfamiliar situations	can be	Explain the
				Focus	others, is	understanding	Critical-thinking skills	expressed.	different ways
				exploration(s)	often	-i. use a range of	 Gather and organize 		that culture
				 ritual and 	dependent on	terminology in	relevant information	Explore different	affects our
				play	time, place	context	to formulate an	examples of	identity.
					and space,	-ii. demonstrate	argument	cultural identity	
					and can be	knowledge and	 Draw reasonable 	and its role in	Criterion A
					expressed in	understanding of	conclusions and	different	Criterion C
					many ways	subject-specific	generalizations	societies	Criterion D
						content and	Creative-thinking		
						concepts,	skills	Take action by	
						through	 Use brainstorming 	finding	
						descriptions,	and visual diagrams to	opportunities to	
						explanations and	generate new ideas	protect and	
						examples.	and inquiries	preserve cultural	
						Objective C:		traditions.	
						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 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	•Change	1&S	Orientation in	At different	1&S	Creative-thinking	Find out about	Summative
	societies	0.10.180	•Causality	space and time	times and	Year 3 Objectives	skills	the reasons why	Assessment:
	experience		(cause and		location,	Objective A:	 Create original 	societies	
	revolution?		consequenc	Focus	societies can	Knowing and	works and ideas; use	experience	Thinking critically
			e) .	exploration(s)	experience	understanding	existing works and	revolution and	about
				• Epochs, eras,	revolutionary	-i. use a range of	ideas in new ways	the different	revolutions.
				turning points	change, due	terminology in	Critical-thinking skills	types that can	
				and "big	to a variety of	context	•Gather and organize	occur	Criterion A
				history"	causes and	-ii. demonstrate	relevant information		Criterion B
					often with	knowledge and	to formulate an	Explore	Criterion C
					long	understanding of	argument	examples of	Criterion D
					lasting	subject-specific	 Draw reasonable 	revolutions in	
					consequences	content and	conclusions and	Russia and China	
						concepts,	generalizations	with a focus on	
						through	Organization skills	their causes and	
						descriptions,	 Use appropriate 	consequences.	
						explanations and	strategies for		
						examples.	organizing complex		
						Objective B:	information		
						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			

					1
			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		
			, 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,		
			Par 2000)		1

			recognizing value and limitations -iv. recognize different perspectives and explain their implications.		

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	Criterion 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. Criterion B Investigating i.formulate/choose a clear and focused research question, explaining its relevance iii. use methods to collect and record relevant information Criterion C Communication i. communicate	 Communication skills Paraphrase accurately and concisely Negotiate ideas and knowledge with peers and teachers Use appropriate forms of writing for different purposes and audiences Organize and depict information logically Structure information in summaries, essays and reports 	 Find out how environmental, political, social and economic factors led to revolutionary changes in industry and working conditions in Britain and Japan. Explore: 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. 	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. Criterion A Criterion D

						in a way that is appropriate for the audience and purpose ii. structure information and ideas according to the task instructions Criterion D Thinking Critically i. analyse concepts, issues, models, visual representatio n 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	 6. Read critically and for comprehension 7. Make inferences and draw conclusions 8. Structure information in essay format Meet deadlines Creative- thinking skills 1. Create original works and ideas; Use existing works and ideas in new ways Critical- thinking skills 1. Gather and organize relevant information to formulate an argument 2. Recognize unstated assumptions and bias; Evaluate evidence and arguments 3. Consider ideas from multiple perspectives 		
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			4. Analyse complex concepts and projects into their constituent	
			parts and	
			synthesize them	
			to create new	
			understanding	
			5. Draw	
			reasonable	
			conclusions and	
			generalizations	
			Organization	
			skills	
			1. Plan a short-	
			term assignment	
			Transfer skills	
			1. Inquire in	
			different contexts	
			to gain a	
			different	
			perspective	

	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 Negotiate ideas and knowledge with peers Critical-thinking skills Evaluate evidence and arguments Gather and organize relevant information to formulate an argument Evaluate evidence and arguments Evaluate Evaluate evidence and arguments Evaluate Evaluate evidence and arguments Evaluate evidence and arguments Ise models to explore complex systems and issues Revise understanding based on new information and evidence Interpret data 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

			 iii. use research methods to collect and record appropriate, varied and relevant information iv. evaluate the process and results of the investigation. Criterion C Communicating communicate information and ideas effectively using an appropriate style for the audience and purpose ii. structure information and ideas in a way that is appropriate to the specified format iii. document sources of information using a recognized convention. 	 Information literacy skills Identify primary and secondary sources Collect, record and verify data Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions Identify primary and secondary sources Collect and analyse data to identify solutions and make informed decisions Media literacy skills Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media 		Criterion C
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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 exchan ge promot e cooper ation or	Global interactions	Cooperation	Globalization and sustainability Possible exploration Commodities and	trade can foster positive global relations; however,	Criterion A : Knowing and understanding i. use a wide range of terminology in context ii. demonstrate knowledge and	 Communication skills Read critically and for comprehension Make effective summary notes Collaborate with peers using a 	commodities.	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 exploita tion?	commercializ	not sustainable and can cause conflict.	understanding of subject-specific content and concepts through developed 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 iii. use research question iii. use research methods to collect and record appropriate, varied and relevant information Criterion C: Communicating ii. structure information and ideas according to the task instructions Criterion D:	variety of digital environments and media 4. Use a variety of speaking techniques to communicate with a variety of audiences ECritical-thinking skills 1. Gather and organize relevant information to formulate an argument 2. Consider ideas from multiple perspectives 3. Evaluate evidence and arguments 4. Analyse and evaluate issues and ideas EINFORMATION literacy skills 1. – Collect, record and verify data 2.Make connections between various sources of information 3. Process data and report results ETRANSFER Skills 1. Inquire in	 tension the ways in which trade can foster both international cooperation and international tension. Take action by investigating human trafficking today 	in slavery today. Particularly vulnerable to human trafficking are children. 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 Criterion B Criterion C

	i. analyse concepts, issues, models, visual representation and/or theories ii. summarize information to make valid, well- supported arguments	gain a different perspective		
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	Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Objectives	ATL Skills	Content	Assessment
3.	What do geograp hers 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	 Collaboration skills Creative-thinking skills Create original works and ideas Critical-thinking skills Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding Practise observing carefully in order to recognize problems Identify trends and forecast possibilities; Interpret data Test generalizations and conclusions Consider ideas from multiple perspectives Recognize unstated assumptions and bias Use models and simulations to explore complex systems and issues Information literacy skills 	 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. 	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: • 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 Brainstorm any particular interests,

			 iii. use research methods to collect and record appropriate, varied and relevant information iv. evaluate the process and results of the investigation. Criterion D Thinking Critically i. discuss concepts, issues, models, visual 	 Access information to be informed and inform others Make connections between various sources of information Make connections between various sources of information Transfer skills Combine knowledge, understanding and skills to create products or solutions Encourage others to contribute; Take responsibility for one's own actions 		local knowledge or personal advantages Present your investigation in a format of your choice but don't forget that you need to include maps Criterion B Criterion C Criterion D
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	Unit Title Ka	Key Concept.	Related Concept.	Global Context.	Statement of Inquiry.	Objectives.	ATL Skills.	Content. Resources.	Assessment	
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4. How can Systems we manage the interaction of water and land?	intervention; Sustainability; Processes	Scientific and technical innovation Possible exploration Strategy and infrastructure	enables us to manage the systems and processes in which water and land interact;	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	 Collaboration skills Listen actively to other perspectives and ideas Encourage others to contribute; Build consensus Communication skills Take effective notes in class Make effective summary notes for studying 	 Find out how rivers and coasts can change the landscape through natural processes. Explore how humans have tried to manage the processes of change in rivers and coasts. Take action by raising awareness of the impacts that flooding can have on many communities around the world. 	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. Criterion D
				•		the world.	Criterion D

MYP-V

	Unit Title	Key Concep t.	Related Concept.	Global Context.	Statement of Inquiry.	Objectives.	ATL Skills.	Content. Resources.	Assessments
1	Do social, cultural and artistic moveme nts 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	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. Criterion C Communicating i. communicate information and ideas effectively using an appropriate the style for the audience and purpose	 Critical-thinking skills 1. Evaluate evidence and arguments 2. – Recognize unstated assumptions and bias Information literacy skills 1. Access information to be informed 2. Access information to be informed and inform others Transfer skills 1. Inquire in different contexts to gain a different perspective 	 Find out about different art and cultural movements. Explore: 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 	Watch the following video: People's Century: New Release 1968 and answer questions 1–3: http://youtu.be/tBjZRh4KOOI ?list=PLuL26fXZ8eTNLLn ugg2BTyOZQ7HT-QZk4 1 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: • Fashion (for both males and females) • Television

	structureinformation andideas in a way thatis appropriate tothe specifiedformat iii.document sourcesof informationusing a recognizedconvention.Criterion DThinking criticallyi. discussconcepts, issues,models,visualrepresentation andtheoriesiv.synthesizeinformation tomakevalid,valid,vell-supportedargumentsv.analyse andevaluate a range ofsources/data interms of origin andpurpose, examiningvalue andlimitationsinterpret differentperspectives andtheir 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
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	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	 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. Criterion C Communicating i. communicate information and ideas effectively using an appropriate the style for the audience and purpose 	 Communication skills Use a variety of speaking techniques to communicate with a variety of audiences Critical-thinking skills Evaluate evidence and arguments Recognize unstated assumptions and bias Gather and organize relevant data to formulate an argument Evaluate evidence and arguments Information literacy skills - Make connections between various sources of information Access information to be 	 Find out about the ideas of key ideological and intellectual movements in the nineteenth and twentieth centuries. 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 	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 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?

				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	 informed and inform others Media literacy skills 1. Communicate information and ideas effectively Organization skills 1. Create plans to prepare for summative assessments 2. Use appropriate strategies for organizing complex information Transfer skills 1. Make connections between subject groups and disciplines 		Criterion A Criterion C Criterion D
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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	 Communication skills Write for different purposes Structure information in summaries, essays and reports Critical-thinking skills Evaluate evidence and arguments Gather and organize relevant information to formulate an argument Information literacy skills Access information to be informed and inform others Collect and analyse data to identify solutions and/or make informed decisions Take effective notes in class 	 Find out how indigenous people, animals and plants have adapted to the climate. Explore how biomes have been exploited for their resources. 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. 	 Using Informational Source A, give reasons why some governments and companies want to use palm oil. 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. 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

I I	
the style for the	using palm oil and then
audience and	make your final decision,
purpose	with justifications. Some
structure	websites to help with the
information and	research:
ideas in a way	https://stories.undp.org/
that is	<u>10-things-we-all-should-</u>
appropriate to	know-aboutindigenous-
the specified	people
format	<u>+ +</u>
iii. document	www.survivalinternation
sources of	<u>al.org/</u>
information using	
a recognized	https://epthinktank.eu/2
convention.	018/02/19/palm-oil-
Criterion D	<u>economic-</u> <u>andenvironmental-</u>
Thinking	impacts/
critically	<u>impactsy</u>
i. discuss	www.worldwildlife.org/p
concepts, issues,	ages/which-everyday-
models,	products-contain-palm-
visual	<u>oil</u>
representation	
and	www.theguardian.com/e
	nvironment/2018/jun/26
	/palm-oil-disastrousfor-
	wildlife-but-here-to-stay-
	<u>experts</u>
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	Criterion A
	Criterion D

	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	 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 C Communicating 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 	 Creative-thinking skills Apply existing knowledge to generate new ideas, products or processes Information literacy skills Access information to be informed and inform others Collaboration skills Practise empathy Build consensus Communication skills Organize and depict information logically; Structure information in summaries, essays and reports Make effective summary notes for studying Write for different purposes 	 Find out why tourism has changed. Explore the impacts of tourism in different places around the globe. Take action by looking at the impact of tourism on indigenous people. 	Many indigenous populations around the globe are losing land and their culture due to global interactions such as tourism. Survival International (www.survivalinternatio nal.org) is an organization that promotes protection for indigenous people's rights. ! 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/sustainabl edevelopment/blog/20 16/05/how-can-the- sdgs-best- help indigenous-peoples/

		 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 D
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