

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 | | |
|--|--|--|--|--|---|--|--|
|--|--|--|--|--|---|--|--|

| 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. | |
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| | | |

| 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 | |
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| 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 | | | |
| | | | | | | | | | |
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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. |
|--|---|
|--|---|

| 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 | | | |

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|--|--|--|------------------------|--|---|
| | | | 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. | | |
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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 | 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 | | |
|--|--|--|--|--|--|---|--|--|--|
|--|--|--|--|--|--|---|--|--|--|

| | | | 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 | |
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| | Unit Title | Key Concept. | Related Concept. | Global Context. | Statement of Inquiry. | Objectives. | ATL Skills. | Content. | Assessment |
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| 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 |
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| 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 |
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| | 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 |
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| 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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| 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 |
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| | | | | • | | the world. | Criterion D |

MYP-V

| | Unit Title | Key Concep t. | Related Concept. | Global Context. | Statement of Inquiry. | Objectives. | ATL Skills. | Content. Resources. | Assessments |
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| 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 |
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| 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 |
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| 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 |

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| 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> |
| | https://rspo.org/certifica |
| | tion |
| | <u></u> |
| | Criterion A |
| | Criterion D |

| | Unit Title | Key Concept. | Related Concept. | Global Context. | Statement of Inquiry. | Objectives. | ATL Skills. | Content. Resources. | Assessments |
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| 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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