

\*\*\* Our 7<sup>th</sup> and 8<sup>th</sup> grade (years 2 & 3) Individuals and Societies curriculum is new for the 2019-20 school year. This change of curriculum has resulted in the need for creation of new IB units. We have completed the information below for the units that have been developed thus far. An updated Subject Group Overview will be available at our site visit, as the additional time to plan will allow for further development of units and alignment of assessments that we currently do not have completed.

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Year 1</b>	<b>Unit Title</b>	Culture//Who Am I?	Geography and the Humanities	Latin America	USA and Canada	Europe	ABCs of Russia
	<b>Topics</b>	Behavioral Science	Geography	Geography	History	History	Economics
	<b>Key &amp; Related Concepts</b>	<b>Key:</b> Culture <b>Related:</b> Identity, Diversity	<b>Key:</b> Time, Place, and Space (Location) <b>Related:</b> Sustainability	<b>Key:</b> Communities <b>Related:</b> Resources, Development	<b>Key:</b> Change <b>Related:</b> Causality, Conflict	<b>Key:</b> Change <b>Related:</b> Culture, Identity	<b>Key:</b> Systems <b>Related:</b> Ideologies
	<b>Global Context &amp; Exploration</b>	Identities and Relationships <i>- identity formation</i>	Globalization and Sustainability <i>- human impact on the environment</i>	Sustainability and Development <i>- goods and resources</i>	Identities and Relationships <i>- attitudes</i>	Orientation in Time and Space <i>- epochs, eras and "big histories"</i>	Fairness and Development <i>- power and privilege</i>
	<b>Statement of Inquiry</b>	Culture forms identity and creates diverse communities.	Location and human impact determine the sustainability of an environment.	Resources determine the development of communities.	Different attitudes cause conflict that result in change.	As eras change, so do the cultures and identities of people.	Changes in systems of power create new ideologies
	<b>Inquiry Questions</b>	<b>F:</b> What is culture? What are elements of culture? <b>C:</b> How do people become who they are? Why does culture matter? <b>D:</b> Does culture unite people or divide people?	<b>F:</b> What are development and sustainability? What makes a country developed? <b>C:</b> How do humans impact the environment? How are development and human impact connected? <b>D:</b> Has the benefit of human impact on the environment been worth the cost?	<b>F:</b> How does geography shape ways of life? <b>C:</b> How does where you live determine how you live? <b>D:</b> What is our role in conservation? Can one person make a difference?	<b>F:</b> What are major events in American history? <b>C:</b> How does US history show the pattern of cause and effect? How are we influenced by conflict? <b>D:</b> Is conflict necessary for change?	<b>F:</b> What are the different characteristics of the European time periods? <b>C:</b> How does culture reflect identity? <b>D:</b> Is it important to learn history? Which time period had the biggest impact on history?	<b>F:</b> What are the characteristics of monarchy, communism, and democracy? What are three stages that we can use to categorize Russian history? <b>C:</b> How do systems impact people? How do systems impact places? How do ideologies influence thinking and decision-making? <b>D:</b> What system of authority is the best for Russia, why? What is the best system of government overall?
	<b>Approaches to Learning</b>	<b>Organization Skills:</b> Bring necessary equipment and supplies to class	<b>Communication Skills:</b> Read critically and for comprehension <b>Collaboration Skills:</b> Listen actively to other perspectives and ideas	<b>Communication Skills:</b> Organize and depict information logically <b>Critical Thinking Skills:</b> Draw reasonable	<b>Reflection Skills:</b> Consider content – What did I learn about today? - What don't I yet understand? - What questions do I have now?	<b>Communication Skills:</b> Structure information in summaries, essays, and reports pre-publication	<b>Organization skills:</b> Create plans to prepare for summative assessments (examinations and performances)

			<b>Organization Skills:</b> Plan short- and long-term assignments; meet deadlines <b>Information Literacy Skills:</b> Access information to be informed and inform others	conclusions and generalizations	<b>Critical Thinking Skills:</b> Revise understandings based on new information and evidence	<b>Reflection Skills:</b> Keep a journal to record reflections	<b>Information Literacy Skills:</b> Access information to be informed and inform others
<b>Culminating Task</b>	Autobiography Culture in a Magazine	Country Sustainability Report/Country Card	Report – Place, Geography, Impact on People – record, Prezi, writing, etc.	Histogram Two Sides to a Major Event	European Writing Challenge	ABC Book of Russia	
<b>MYP Criteria</b>	A, C	B, D	A	D	C	B	
	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>	
<b>Unit Title</b>	Cultural Identity	Population and Migration	Scarcity	Standard of Life			
<b>Topics</b>	Geography and Colonization	Population and Migration	Scarcity of food and water	Standard of Life			
<b>Key &amp; Related Concepts</b>	<b>Key:</b> Systems <b>Related:</b> Causality, Identity	<b>Key:</b> Time, place and space <b>Related:</b> Patterns and Trends, Causality	<b>Key:</b> Relationships <b>Related:</b> Scarcity, Causality	<b>Key:</b> Communities <b>Related:</b> Poverty, Disparity and Equity			
<b>Global Context &amp; Exploration</b>	Fairness and Development <i>- inequality, difference and inclusion</i>	Orientation in Time and Space <i>- civilizations and social histories, heritage, pilgrimage, migration, displacement and exchange</i>	Globalization and Sustainability <i>- human impact on the environment</i>	Globalization and Sustainability <i>- population and demography</i>			
<b>Statement of Inquiry</b>	Systemic inequalities may have caused a lasting effect on modern day identities.	Patterns of migration cause lasting effects on place and space.	Human relationships with the environment can cause scarcity.	Disparity and equity of resources changes populations from community to community.			
<b>Inquiry Questions</b>	<b>F:</b> What resources determine equality and personal identity? What are systemic inequalities? <b>C:</b> How do advancements in technology affect equality? How are identities formed? How are systemic inequalities formed? How do systemic inequalities impact identity?	<b>F:</b> What are the types of migration? <b>C:</b> Why do people migrate? In what ways does migration cause lasting change? <b>D:</b> Should migration be regulated?	<b>F:</b> What is sustainability? What is scarcity? <b>C:</b> How does human beings' interaction with the environment cause scarcity? <b>D:</b> Can limited resources be distributed equitably?	<b>F:</b> What is disparity? What is equity? What characteristics define a community? <b>C:</b> How does disparity of resources impact a community? How does equity of resources impact a community? How does the distribution of resources impact a community? <b>D:</b> Should we share resources to reduce disparities in			

Year 2

		D: Can resources really determine personal equality and identity?			communities? Can quality of life really be studied?		
	<b>Approaches to Learning</b>	<b>Information Literacy Skills:</b> access information to be informed and inform others, make connections between various sources of information	<b>Critical Thinking Skills:</b> interpret data, draw reasonable conclusions and generalization, consider ideas from multiple perspectives	<b>Communication Skills:</b> make inferences and draw conclusions, organize and depict information logically	<b>Critical Thinking Skills:</b> Interpret Data		
	<b>Culminating Task</b>	Research cause and effects of colonization in an African country	Analyzing and evaluating pros and cons of China's one-child policy	Evaluate Kiva borrowers and justify who to fund.	Gather info to compare and contrast North and South Korea to create a product in graphic form		
	<b>MYP Criteria</b>	B, C	A, D	C, D	A, B		
		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>Year 3</b>	<b>Unit Title</b>	Colonization	Revolution and Founding	A New Nation			
	<b>Topics</b>	Migration to North America	Revolution and Founding	Purpose and Structure of Government			
	<b>Key &amp; Related Concepts</b>	<b>Key :</b> Global Interaction <b>Related:</b> Power, Causality	<b>Key:</b> Change <b>Related:</b> Innovation and revolution, Causality	<b>Key:</b> Systems <b>Related:</b> Power, Government			
	<b>Global Context &amp; Exploration</b>	Fairness and Development <i>- inequality, difference and inclusion</i>	Identities and Relationships <i>- attitudes, motivation, independence; happiness and the good life</i>	Fairness and Development <i>- authority, security and freedom.</i>			
	<b>Statement of Inquiry</b>	Forced migration often causes unequal power structures.	Changes in attitudes and motivations about independence can cause revolution.	Systems of government can limit power in order to provide security and freedom.			
	<b>Inquiry Questions</b>	<b>F:</b> What is forced migration? What are examples of unequal power structures? <b>C:</b> How does forced migration cause unequal power structures? <b>D:</b> Should we hold accountable those who are responsible for creating unequal power structures?	<b>F:</b> What are possible motivations for a revolution? <b>C:</b> How does conflict cause change? <b>D:</b> Is violence ever justified in pursuit of a cause?	<b>F:</b> What makes up a system of government? In what ways can a government's power be limited? <b>C:</b> How can systems of government limit power? How can systems of government provide security and freedom? <b>D:</b> Are we truly free?			

	<p><b>Approaches to Learning</b></p>	<p><b>Communication Skills:</b> read critically and for comprehension, read a variety of sources for information and pleasure, make inferences and draw conclusions.  <b>Critical Thinking Skills:</b> Evaluate evidence and arguments, recognize and evaluate propositions, consider ideas from multiple perspectives, develop contrary or opposing arguments</p>	<p><b>Communication Skills:</b> use appropriate forms of writing for different purposes and audiences  <b>Information Literacy Skills:</b> collect, record and verify data  <b>Media Literacy Skills:</b> seek a range of perspectives from multiple and varied sources</p>	<p><b>Critical Thinking Skills:</b> recognize and evaluate propositions, draw reasonable conclusions and generalizations  <b>Communication Skills:</b> use appropriate forms of writing for different purposes and audiences, organize and depict information logically</p>			
	<p><b>Culminating Task</b></p>	<p>5 paragraph argument with counter argument.</p>	<p>Newspaper assignment, Create a pod cast</p>	<p>Written Test over Constitution</p>			
	<p><b>MYP Criteria</b></p>	<p>A, C</p>	<p>A, B, C, D</p>	<p>A, D</p>			