

INDIVIDUALS AND SOCIETIES SUBJECT-GROUP OVERVIEWS (Grade-6: MYP-1)

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives/Objective strands/Assessment criteria	Summative assessment task	ATL skills/skill indicators	Content (topics, knowledge, skills)
What does it mean to be a Global Citizen?	Global Interactions	Power, Choice	Globalization and Sustainability	Global Problems are a reality but individuals have the power and choice to make a positive difference.	Investigate the major issues facing the world and possible solutions, how different environments are threatened by humans, and how human rights issues affect children.  Criteria B & C	Profile a notable global citizen!	Creative thinking, Critical thinking, communication and information literacy	Students consider the different ways that people can make a positive difference to others and the planet
How can maps provide us with a sense of time, space, and place?	Time, place, and space	Perspective & Scale	Orientation in Space and Time	Maps provide insights into time, place and space and show how the world has changed over time, but they can be affected by different perspectives.	Identify different uses for maps, as well as, how they can be affected by a specific perspective. Work with a different types of maps and how to use them.  Criteria C & D	Create a map of a fictional place using map symbols, road features, physical features, and other essential map details.	Creative & critical thinking, communication, information literacy and reflection skills.	Students will develop and understanding of mapping by exploring different types of maps and how to use them.



What can we learn from different civilizations?	Time, place, and space	Significance; innovation, revolution	Scientific and technical innovation	Civilizations have developed at different times and locations bringing about change and innovation that often influence how we view them today,	Investigate how different civilizations emerged at different times in history. Analyse the factors that led to the development and innovations of different civilizations.  Criteria A & D	Write an article that explores the rise and fall of a civilization. Focus on 3 factors: Establishment, achievement, and decline.	Information Literacy -  Access information to be informed and inform others	Inquire into examples of different civilizations. Develop your own understanding and ideas of their significance.
Where do we live?	Change	Process, sustainability	identities and relationships	Settlements develop and change due to a variety of processes and their sustainability allows them to function successfully, affecting the identity of that location.	Identify different reasons why settlements develop and change over time. Explore case studies of different settlements and focus on the challenges and opportunities they face. Criteria A & D	Create your own type of settlement (based on the settlements studied) using City Island and keep a journal.	Critical thinking skills - Draw reasonable conclusions and generalizations	Engagement in a variety of opportunities to communicate one's understanding of concepts in different ways.
What do people believe in?	Systems	Identity; belief	personal and cultural expression	Belief systems provide guidance to people in different ways and can shape personal identity and culture	Investigate beliefs of major world religions, indigenous belief systems, and how belief can affect identity and actions.  Criteria B & C	Profile Project on how certain peoples beliefs have affect on their lives.	Gather and structure relevant information into a reasonable argument.	Open Minded - exploring examples of belief that may be different from our own, in order to better understand other perspectives.



<p><b>What factors contribute to the fairness and development of societies?</b></p>	<p><b>Global interactions</b></p>	<p><b>Resources, equality</b></p>	<p><b>Fairness and development</b></p>	<p><b>Access to resources and equality of opportunities can help societies to develop to become fairer places but this is often dependent on global interactions.</b></p>	<p><b>Research poverty around the world and its consequences. Analyse the factors that contribute to the development of a country.</b></p> <p><b>Criteria A &amp; D</b></p>	<p><b>Research a certain position on a topic involving various stakeholders of different socio-economic backgrounds and support your position in a debate.</b></p>	<p><b>Read a particular case study of a country that your international organization is considering to give funding to. Debate why the organization to give to a certain country and support your argument with facts.</b></p>	<p><b>Thinker - reflect on issues of fairness and within different societies and the different perspectives of how societies can develop.</b></p>
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INDIVIDUALS AND SOCIETIES SUBJECT-GROUP OVERVIEWS (Grade-7: MYP-2)

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives/Objective strands/Assessment criteria	Summative assessment task	ATL skills/skill indicators	Content (topics, knowledge, skills)
How has globalization shaped the world?	Change	Globalization; processes	Globalization and Sustainability	Globalization has occurred due to a variety of processes that have changed the world, bringing both opportunities and challenges.	Identify the causes and consequences of globalization.  Criteria A and C	In this assessment for your unit, How Does Globalization Shape the World, you will have to create a Photo Essay that tells the story of a specific product that you use and it's journey from being a Resource to YOU the Consumer.	Communication, reflection, information literacy, and critical thinking skills.	Caring - by making connections to global issues that result from the process of globalization.
Why are natural Environments important to	Systems	Sustainability	Identities and Relationships	The relationships between living things different environmentalists can be viewed as a system, and	Investigate different environments in the world and how they can be seen as a system. Explore examples of human	Submit 3 photographs taken in the local Oslo area that show a	Communication, Organization, Critical thinking	Balanced - by exploring the importance of balance within natural environments



individuals and societies?				sustainability can help these environments to last into the future.	impact on environments in global and local contexts.  Criteria C & D	particular ecological, environmental issue or problem. The images should show juxtaposition, the contradiction between the natural and human-made environment and the impacts, big or small that human activity has had.		and in connection with sustainability
What was life like in the Middle Ages?	Time, space, and place.	perspective and identity	Fairness and development	The identity and development of past societies can be explored through the perspectives of the people who lived there.	Investigate the major global developments that occurred during the Middle Ages and the individual stories of people's lives in the Middle Ages.  Criteria B & C	Reconstruct an innovation of the Middle Ages. Prepare a presentation and dress as the owner of this artifact. Explain its uses, its social and cultural significance.	Communication, creative, and critical thinking skills.	Knowledgeable - by finding opportunities to increase our understanding of the world in past centuries.



How does exploration affect global interactions?	Global Interactions	Causality, Resources and Networks	Orientation in Space and Time	Aided by new technologies and driven by different motivations, diverse cultures come into contact across time, place and space with various results.	Investigate exploration at different times in history as well as its importance in the 21st century. Why do people explore and what are the consequences of exploration.  Criteria B,C, & D	Be the explorer! Create a mission, route, map, preparation list, and write a proposal to the leader of your country to convince them why they should fund your exploration.	Communication, Information literacy, and critical-thinking skills	Risk-taking - as exploration nearly always involves some kind of risk. Social Awareness - he ability to be aware of new situations and cultures and how to be respectful and unobtrusive.
How can energy be produced sustainably?	Time, place, and space	Resources	Scientific and technical innovation	Humans use resources in a different ways around the world, and use innovative methods to be sustainable.	Investigate the use of resources around the world. Research how resources and the opportunities and challenges associated with this.  Criteria A, C, D	Choose a resource, identify how it could be used in a more sustainable way, and create an idea panel presentation supporting your sustainable solution.	Communication, Information literacy, and critical-thinking skills	Reflective - by exploring the values and limitations of different sources of energy production.



<b>How have innovations and ideas changed the world?</b>	<b>Change</b>	<b>Causality, innovation, and revolution.</b>	<b>Personal and cultural expression</b>	<b>Innovations and ideas are developed by a variety of causes and bring about lasting change to individuals and societies.</b>	<b>Investigate examples of ideas and innovations from history. Research the industrial revolution's main ideas and innovations.</b> <b>Criteria A, B, C, D</b>	<b>Identify a problem in your culture and invent something that would be considered an innovation to help this problem.</b>	<b>creative and critical thinking skills</b>	<b>Inquirer - by providing opportunities for inquiry into the history of ideas and innovations.</b>
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INDIVIDUALS AND SOCIETIES SUBJECT-GROUP OVERVIEWS (Grade-8: MYP-3)

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives/Objective strands/Assessment criteria	Summative assessment task	ATL skills/skill indicators	Content (topics, knowledge, skills)
How are societies governed?	Systems	Power	Fairness and development	The governance of societies is organized by different systems that are used to distribute power, affecting fairness and development.	Investigate different systems of governance that are used to run societies. Case studies of monarchy and democracy.	Songs for change! You are to create an EP (For those of a certain age - "An extended play record, often referred to as an EP, is a musical recording that contains more tracks than a single, but is usually unqualified as an album or LP" Wikipedia.org. ) of one to three songs that reflect an aspect of political control,	Communication, information literacy, critical and creative thinking skills.	Knowledge - as we learn more about different political systems and how they affect societies.



						structure or importance.		
<b>What is Culture?</b>	<b>Time, place, and space</b>	<b>Culture and Identity</b>	<b>Personal and cultural expression</b>	<b>Culture forms a part of our shared identity with others, is often dependent on time, place, and space, and can be expressed in many ways.</b>	<b>Investigate cultures and the different ways it can be expressed. Research different examples of cultural identity and its role in different societies.</b>	<b>Identify and describe the practices of that person, community, or place. In this case you will be creating a Visual Ethnography</b>	<b>Communication, critical and creative-thinking, and transfer skills.</b>	<b>Reflection - by reflecting on our cultural identity as well as others, to deepen our awareness of different perspectives.</b>
<b>Where are all the people?</b>	<b>Change</b>	<b>Equity</b>	<b>Globalization and sustainability</b>	<b>The population of human societies changes due to a variety of processes, and sustainable development can help to promote more equity in these societies.</b>	<b>Investigate how the world population has changed over time and which processes allow this to happen.</b>	<b>How can sustainable development promote equity in societies? Identify an issue in your community that you would like to help improve the equity in your society and create a proposal.</b>	<b>communication, information literacy, and critical-thinking skills</b>	<b>Communication - using a range of different methods of communicating understandings</b>



Why do societies experience revolution?	Change	Causality and significance	Orientation in space and time	At different times and locations, societies can experience revolutionary change, due to a variety of causes and often with long-lasting consequences	Investigate the societies that have experienced revolution and the different types that can occur.	Compare 2 revolutions from history. Identify similarities and differences in a venn diagram and present this information visually. +	Organization, information-literacy, Critical thinking and creative thinking skills.	Principled - as revolutions can often involve standing up for certain principles that people believe in.
How can technologies affect our identities and relationships ?	Global interactions	Perspective, innovation, and revolution	Identities and relationships	Technological innovations have different effects on our identities and relationships with others.	Investigate major technological breakthroughs from history. How modern technologies have affected our identities and relationships with others..  Criteria A, B, D	Does technology harm our relationship with others?"  or Create a social media page to promote equal rights or environmental issues in your school. Observe activity on the page for 2 weeks, record data, and	Communication. information literacy, critical and creative thinking skills.	Balance - determining how to live harmoniously with technology.



						present a report.		
What are natural hazards and how do societies respond to them?	Systems	Resources	Time, space, and place	Societies can be affected by different types of hazards and require innovative systems and resources in order to respond effectively to them.	Research about the causes and consequences of natural hazards. Investigate case studies of natural hazards and how societies have responded to them.  Criteria A,B,C	Prepare a news report on a natural disaster.	Organization, transfer, critical thinking skills	Communication - by exploring the ways that communication can help reduce the severity of disasters





INDIVIDUALS AND SOCIETIES SUBJECT-GROUP OVERVIEWS (Grade-9: MYP-4)

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives/Objective strands/Assessment criteria	Summative assessment task	ATL skills/skill indicators	Content (topics, knowledge, skills)
Building a Nation	Change	Causality and Process	Global Interactions	Nations evolve through the exchange of people, products and ideas.	Survey national historical narratives. Identify patterns, similarities, and differences (why?). Do you see a story arc?  Criteria A & D	Create a fictional country. Write a summary of the history, the people, and the land based on real historical events.	Communication, Info literacy	History of Norway, Scandinavia, Europe or other selected nations and national narratives that transcend cultures and countries.
NHD	Systems	Perspective, Identity	Identities and Relationships	Understanding of the past is constructed systematically	Survey a variety of culturally significant and historically inspired art, music, theatre, and exhibitions (in class and in the field). Use these experiences as a guide choosing topics and medium  Criteria B & C	Create a project (Documentary, Exhibit, Paper, Performance or Website) with the theme "Triumph and Tragedy in History" and enter it in the National	Research, Communication, Self management	Historiography  Historical





						History Day contest.		
The War to end all wars	Systems	Innovation Revolution Powe	Scientific and Technical	The physical and psychological consequences of war are devastating	Research personal stories about major, minor historical figures, lay people, and activists and their place in the larger historical context.  Criteria A,B, & C	Newspaper Article: Write a newspaper article based on factual information from WW1 history. Compile into a Class newspaper.	Research Communication	WW1, Writing (journalism). Historical research and ethnographies.
Perspectives in Propaganda	Global interaction	Perspectives	Personal and Cultural expression	Our perspective is based on our culture and social construction background	Survey the history of propaganda and its uses in social and political movements. Survey advertising and note it's similarities and differences with propaganda. Criteria C & D	News Reel: Create a classic propaganda style 'newsreel' based on factual information from WWII history.	Thinking Skills	WWII, film (journalism). Historical research, advertising, sensationalist journalism, national narratives..



**INDIVIDUALS AND SOCIETIES SUBJECT-GROUP OVERVIEWS (Grade-10: MYP-5)**

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives/Objective strands/Assessment criteria	Summative assessment task	ATL skills/skill indicators	Content (topics, knowledge, skills)
<b>Human Development</b>	<b>Change</b>	<b>Development and Behavior</b>	<b>Identities and relationship</b>	<b>Humans are affected by many factors</b>	<b>Research and explain how humans find motivation, stagnate, and/ or progress.  Criteria A &amp; C</b>	<b>Pick a skill you would like to learn and document you progress, experience, feelings, successes and struggles in learning over a period of 1 month. Compile your self-study into a report for the class research journal.</b>	<b>Communication, Information literacy</b>	<b>Psychology:  Human Development</b>
<b>Intro to Management of businesses and</b>	<b>Systems</b>	<b>Culture, process</b>	<b>Scientific and Technological innovation</b>	<b>Human endeavors can be understood through models</b>	<b>Complete case studies of select businesses and organizations (models). Research what a business plan consists of and</b>	<b>Write a grant proposal for you business or non-profit organization.</b>	<b>Information Literacy, media literacy</b>	<b>Project Management of business and organizations</b>



<b>organization s</b>					<b>where funding comes from.</b>			
<b>Revolutions</b>	<b>Time, place and space</b>	<b>Innovation, process</b>	<b>Orientation in time and place</b>	<b>Progress is linked with time, place and space</b>	<b>Focus on global revolutions: history of countries; causes and effects of revolutions (pros/cons); global &amp; local ramifications.  Criteria A,B,C,D</b>	<b>Talkin bout a revolution! Research a notable revolutionary and prepare a live interview skit (based on their history) to perform in class.</b>	<b>Research</b>	<b>History; China and modernization</b>
<b>Economics and fairness</b>	<b>Systems</b>	<b>Choice, resources, sustainabili ty</b>	<b>Fairness and developme nt</b>	<b>There are different ways to measure fairness</b>	<b>Research economic inequality around the world and its consequences. Analyse the factors that contribute to the both developed and developing.  Criteria B &amp;C</b>	<b>Create a podcast: Interview residents of a city of different socioeconomi c backgrounds. Analyse their perspectives through asking the same questions.</b>	<b>Information Literacy, Critical Thinking</b>	<b>Economics and Economic measurements</b>