

WHS Subject –Group Overview

Subject: Individuals & Societies: Geography/Humanities

Year: 4

Unit Title	Key Concept	Related Concept (s)	Global Context	Statement of Inquiry	MYP Subject-group objectives	ATL Skills	Content (topics, knowledge, skills)
Poverty	Change	Causality Disparity and Equity Globalization	Fairness and Development	The roots of poverty create obstacles to opportunity	A: Knowing and Understanding C: Communicating	<u>Communication Skills</u> Use appropriate forms of writing for different purposes and audiences <ul style="list-style-type: none"> • Use a variety of media to communicate with a range of audiences • Read a variety of sources for information <u>Organization Skills</u> <ul style="list-style-type: none"> • Create plans • Use appropriate strategies for organizing complex information • Select and use technology effectively and productively <u>Information Literacy Skills</u> <ul style="list-style-type: none"> • Collect, record and verify data • Access information to be informed and inform others <u>Critical Thinking Skills</u> Gather and organize relevant information to formulate an argument	Students will study Poverty in different regions and create a public awareness campaign to address poverty.

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Migration: Where are you from?	Time, Space and Place	Culture Diversity Globalization Patterns and Trends	Orientation in Space and Time	People have migrated throughout history for a variety of reasons: economic, political, environmental... and they continue today.	B: Investigating C: Communicating	<u>Communicating Skills</u> Use appropriate forms of writing for different purposes and audiences Paraphrase accurately and concisely <u>Collaboration Skills</u> Use social media networks appropriately to build and develop relationships <u>Organizational Skills</u> Plan short- and long-term assignments; meet deadlines <u>Critical Thinking Skills</u> Gather and organize relevant information to formulate an argument Formulate factual, topical, conceptual and debatable questions	Students will formulate questions and create an interview, record the process and reflect on their experience.
Human Rights	Perspective	Culture Disparity and Equity Power	Identities and Relationships	Culture and history dictate the rights of children.	B: Investigating C: Communicating	<u>Communication Skills</u> Use appropriate forms of writing for different purposes and audiences Read critically and for comprehension Read a variety of sources for information and for pleasure Make inferences and draw conclusion <u>Information Literacy Skills</u> Use critical literacy skills to analyses and interpret media communications <u>Media Literacy Skills</u> Compare, contrast and draw connections among (multi)media resources	Student will create a DBQ essay evaluating children's rights since the UDHR

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Climate Change	Global Interaction Systems	Globalization Patterns and Trends Processes	Scientific and Technical Innovation	Human activity affects global change	A: Knowing and understanding D: Thinking critically	<u>Communication Skills</u> Read critically and for comprehension Write for different purposes Take effective notes in class <u>Collaboration Skills</u> Delegate and share responsibility for decision-making Encourage others to contribute <u>Organizational Skills</u> Create plans to prepare for summative assessments (examinations and performances) <u>Informational Literacy Skills</u> Collect, record and verify data Collect and analyses data to identify solutions and make informed decisions <u>Media Literacy Skills</u> Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks) Seek a range of perspectives from multiple and varied sources <u>Critical Thinking Skills</u> Practise observing carefully in order to recognise problems	Students will research and analyze different sources in groups to create a plan to address climate change using existing and newly created technology.

WHS Subject –Group Overview

Subject: Individuals & Societies: World History

Year: 5

Unit Title	Key Concept	Related Concept (s)	Global Context	Statement of Inquiry	MYP Subject-group objectives	ATL Skills	Content (topics, knowledge, skills)
Governments and Decision Making	Change	Causality, Governance, Ideology	Fairness and Development	Societies can adopt or adapt important ideas	A: Knowing and Understanding C: Communicating D: Thinking Critically	Communication <ul style="list-style-type: none"> • Read critically and for comprehension • Make inferences and draw conclusions • Paraphrase accurately and concisely • Use a variety of organizers for academic writing tasks • Structure information in summaries, essays and reports Thinking <ul style="list-style-type: none"> • Gather and organize relevant information to formulate an argument • Evaluate evidence and arguments • Consider ideas from multiple perspectives 	Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western Political Thought. Students will Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information; in the form of an argumentative essay
The Effects of the Industrial Revolution on Society	Systems	Governance	Identities and Relationships	Theoretical concepts influence governance and the identities and relationships between those who govern and the governed.	A: Knowing and Understanding B: Investigating C: Communicating D: Thinking Critically	Thinking <ul style="list-style-type: none"> • Evaluate evidence and arguments • Revise understanding based on new information and evidence • Make guesses, ask “what if” questions and generate testable hypotheses • Apply existing knowledge to generate new ideas, products or processes • Inquire in different contexts to gain a different perspective 	Students will be comparing and contrasting Socialism and Capitalism. Students will also be analyzing the rise of the Industrial Revolution and its impact on decision making. Students will complete this task by completing an expository compare and contrast essay

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Imperialism and the Scramble for Africa	Global Interaction	Causality (Cause and Consequence)	Orientation in Space and Time	European political, cultural, and economic ambitions have greatly influenced the development of the African continent.	A: Knowing and Understanding B: Investigating C: Communicating D: Thinking Critically	<p>Communication <i>Exchanging thoughts, messages and information effectively through interaction</i></p> <ul style="list-style-type: none"> • Use appropriate forms of writing for different purposes and audiences • Interpret and use effectively modes of non-verbal communication • Negotiate ideas and knowledge with peers and teachers <p><i>Reading, writing and using language to gather and communicate information</i></p> <ul style="list-style-type: none"> • Read critically and for comprehension • Make inferences and draw conclusions • Use a variety of organizers for academic writing tasks • Structure information in summaries, essays and reports <p>Thinking Critically <i>Analyzing and evaluating issues and ideas</i></p> <ul style="list-style-type: none"> • Recognize unstated assumptions and bias • Evaluate evidence and arguments • Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding 	<p>Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines in the development of a political cartoon evaluating the impact of Imperialism in Africa</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>

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Causes of World War I	Change	Causality (Cause and Consequence)	Scientific and technical innovation	Relationships designed to prevent conflict may also worsen conflict.	A: Knowing and Understanding B: Investigating C: Communicating D: Thinking Critically	Communication; <i>Exchanging thoughts, messages and information effectively through interaction</i> • Give and receive meaningful feedback <i>Reading, writing and using language to gather and communicate information</i> • Read critically and for comprehension • Make inferences and draw conclusions Social <i>Working effectively with others</i> • Delegate and share responsibility for decision-making • Help others to succeed Research <i>Finding, interpreting, judging and creating information</i> • Make connections between various sources of information	Students differentiate between primary and secondary sources. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. Students analyze the causes and course of the First World War. Students analyze the effects of the First World War.
Failure of Peace and World War II	Time, place, and Space	Causality (Cause and Consequence)	Fairness and development	The outcomes of war, both positive and negative, can have long	A: Knowing and Understanding B: Investigating C: Communicating	Communication <i>Exchanging thoughts, messages and information effectively through interaction</i> • Use appropriate forms of writing for different purposes and audiences	Students analyze the causes and consequences of World War II. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano

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				lasting and continuing affects.	D: Thinking Critically	<p><i>Reading, writing and using language to gather and communicate information</i></p> <ul style="list-style-type: none"> • Read critically and for comprehension <p>Research</p> <p><i>Finding, interpreting, judging and creating information</i></p> <ul style="list-style-type: none"> • Access information to be informed and inform others • Make connections between various sources of information • Present information in a variety of formats and platforms • Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions 	Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, and Dwight Eisenhower). Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan. Complete research on a topic and take part in a Exhibition Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
Causes and Consequences of the Cold War	Time, place, and Space	Conflict	Globalization and sustainability	The ideological conflict created by the Cold War impacts the global	A: Knowing and Understanding B: Investigating C: Communicating D: Thinking Critically	<p>Self-management</p> <p><i>Managing time and tasks effectively</i></p> <ul style="list-style-type: none"> • Set goals that are challenging and realistic <p>Research</p> <p><i>Finding, interpreting, judging and creating information</i></p>	Students analyze the international developments in the post–World War II world. Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin

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				community to this day		<ul style="list-style-type: none"> • Collect, record and verify data • Make connections between various sources of information <p>Thinking</p> <p><i>Analyzing and evaluating issues and ideas</i></p> <ul style="list-style-type: none"> • Evaluate evidence and arguments • Consider ideas from multiple perspectives • Develop contrary or opposing arguments <p><i>Generating novel ideas and considering new perspectives</i></p> <ul style="list-style-type: none"> • Apply existing knowledge to generate new ideas, products or processes 	<p>America, and China. Students will write an argumentative essay explaining their position on who was to blame for the outbreak of the Cold War</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>