Course Overviews MYP Individuals and Societies, UWC Thailand 2020-2021

All units taught in grades 6 to 10 are continuously being developed and improved to best meet the needs of the students at UWCT. Therefore, the following overview is only a reflection of current plans for the course. Some changes to these course overviews may occur as a result of planning done throughout the academic year.

Grade	Unit Number and Title	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	Approaches To learning skills taught / learnt / developed in this unit	Content (topics / knowledge/ subject specific skills)
6	Unit 1 Where are we?	Time, place and space ———— Perspective Scale	Orientation in space and time	Maps provide insights into time, place and space and communicate important information.	**Factual:** What are the different types and features on maps? **Conceptual:** How do maps help us to understand time, place and space? **Debatable:** Can we always trust maps?	Communication Skills Self Management -Reflection skills Research - Information literacy Creative Thinking Skills	Students will study maps, themes of geography and other tools to understand how one's place on earth may affect one's culture. - Introduce I&S command terms -Information that maps communicate -Different types of maps -Features of maps -Why maps matter? (Death by GPS) -How do we use maps? -Map skills -Continents Theories Test taking skills Review Claim vs Evidence Review -Climate zones -Climate and culture (Gapminder - Dollar street exploration) Snakes and Ladders Review activity
	Unit 2 - Cultural Diversity	Culture ———— Perspective Identity	Identities and Relationships	Culture forms a part of our identity and shapes our relationships with others.	**Factual:** What is culture? **Conceptual:** In what ways does culture affect our identity and relationships? **Debatable:** What makes me who I am?	Critical thinking Creative thinking Transfer Skills Communication skills - presenting **Learner Profile focus:** Reflective - by reflecting on our own cultural identity as well as others, to deepen awareness of different perspectives.	• Identities and Relationships • Elements of Culture • How culture is expressed • How is culture created • Culture depends on time, place and space • Importance of culture (eg. heritage sites) • Monoculture vs. Cultural diversity • Cultural conflicts (eg. stereotypes, racism) • Different ways culture affects our identity and relationships
6	Unit 3 Global Citizenship IDU Link to English LL	Global Interaction Choice, Power	Globalization and Sustainability	Global problems are a reality but individuals have the power and choice to make a positive difference.	**Factual:** What are some of the issues facing the world today **Conceptual:** What is meant by human rights? What is meant by sustainability? **Debatable:** Can individuals change the world?	Communication skills Social Thinking	Unpacking the concepts → Mindmap, What does it mean to be a global citizen?, Can individuals change the world **Factual/Conceptual** → Issues facing the world today JIGSAW → Plastic in the ocean (causes, consequences) How to blog (ENGLL) → Human Rights (what is it, where are we struggling) How to write newspaper article (ENGLL)

							Debatable Persuasive speech research and topic How to give a persuasive speech (ENG LL)
6	Unit 4 Globalization and Economics	Systems ―――― Globalization Resources Choice	Globalisation and Sustainability	The globalized economic system provides greater choice but it may not be sustainable.	**Factual**: What is globalization? **Factual**: How do economies interact globally? **Conceptual**: How does a global economy affect local markets? **Debatable**: Do certain economies cause the global world more problems?	Thinking Self Management	Global village Multi-National Corporations Causes and Effects of Globalization Positives and Negatives of Globalization Market, Traditional and Command Economic Systems Goods and Services Free Trade Entrepreneurs How money works

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7	Unit 1 Thinking like a Historian	Perspective Culture	Orientation in space and time.	The culture of past societies can be explored through historical sources.	**Factual:** What are historical sources? **Conceptual:** How can we learn about the past? **Debatable:** Can we trust history?	Critical thinking skills Research Skills Information literacy	What is history? Primary & secondary sources Facts & Opinions Inquiry into different historical sources and artifacts. Inference Skills - developing our own ideas and understanding their significance. Researching through several investigations of mummies, Otzi, Tollund man and Narrabean Man found under vastly different circumstances. Early Civilizations Students will compare and contrast findings, and explore the ways historians and scientists try to unlock information about past civilizations.
7	Unit 2: Consumerism	Global Interactions Globalisation Sustainability Causality	Globalisation and Sustainability	The consumer choices we make impact the sustainability of our environments.	**Factual:** What is globalisation? **Conceptual:** How do our choices as consumers impact the sustainability of our environment? **Debatable:** Does globalisation cause more harm than good?	Communication Research: VI. Information Literacy skills	Students will develop an understanding of the stages of growing fruits and vegetables, and production - transforming raw materials into finished goods through manufacturing and transportation processes. Students will explore particular examples or case studies of particular goods. Students will explore the nature of the environmental impact of particular production methods and how different choices can change these impacts. They will develop a more detailed understanding of what 'environmentally friendly' means. Students will examine labour practices used in different global locations as part of the production cycle for different products and brands. A clear understanding of the definition of 'fair trade' will be established as well as how this looks in the workplace.
7	Unit 3: Empires	Change Power Civilization	Fairness and Development	Power can be used by one state to change the identity and development of another.	**Factual:** What are empires? **Conceptual:** How do empires rise and fall? **Debatable:** Is power just human nature?	Critical Thinking skills Research skills Communication Skills	• Various empires (Greeks, Romans, Mongols, Ottoman, etc.) • The components needed for empires to rise • The legacies of empires • Explore different aspects of people's lives in history • Explore the fall of empires and consequences •

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7	Unit 4: Natural Hazards	Systems Causality Resources	Scientific and technical innovation	Societies can be affected by different types of hazards, and require innovative systems and resources in order to respond effectively to them.	**Factual:** How is the earth structured? **Conceptual:** What are the different ways that societies can respond to natural hazards? **Debatable:** Are wealthy countries safer from disasters?	Media Literacy Skills Self Management	• The earth and its makeup, how the plates work and how they may cause issues. • The destruction of storms and the water which surrounds us. • A look at the lack of water caused by natural processes. • Investigation into ways society can prepare and recover from natural forces which cause damage.
7	Unit 5: Sustainable Tourism	Change Sustainability and Choice	Identities and Relationships	Sustainable relationships can change through competition and cooperation according to choices of lifestyles	**Factual:** What is ecotourism? **Conceptual:** How might different forms of tourism work together? **Debatable:** Is tourism sustainable?	Social	• Ecotourism • Infrastructure of successful and unsuccessful tourist destinations • How governments promote tourism • Sustainability

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8	How are societies governed?	KC: Systems RC: Power	Fairness and development	The governance of societies is organized by different systems that are used to distribute power, affecting fairness and development.	**Factual:** What is a monarchy? How does democracy work? **Conceptual:** What are the features of totalitarian/authoritarian states? **Debatable:** Are non-democracies a fair system of governance?	Communication skills Information literacy skills Critical thinking skills Creative thinking skills	
8	Age of Exploration	Global Interactions Causality (cause & consequence) Perspective	Fairness and development	Though human beings have always explored the unknown, they have not always been aware of the consequences to themselves and others.	**Factual**: What were the motivations of the early explorers and those that funded them? **Conceptual**: Who benefits the most and the least from exploration, the explorer or the explored? **Debatable**: How can we look at the history of exploration with objective eyes?	Communication Skills	**Provocations** What does the term exploration mean? Who determines what is worthy of being explored? Are there any real explorers anymore? How can we see the effects of exploration on peoples and environments throughout history? Student Investigations:: - Christopher Columbus - Amerigo Vespucci - Marco Polo Medium: What makes a case study interesting for an audience of G8 students? **Provocations** Am I an explorer? Can one explore and stay where they are? Revisit: What does exploration mean? Tim Urbanisation - 90 year life cycle - The paths to success - Mapping your success

8	2 Facing Stereotypes (A project of the Middle East)	**Key Concept:** Identity **Related Concepts:** Choice & Perspective	Fairness & Development	Unless we are willing to question the assumptions we make about others, we risk perpetuating misinformation.	**Factual:** How were the modern day stereotypes of people from the Middle East created? **Conceptual:** In what ways can the media perpetuate stereotypes of people? **Debatable:** Is it possible for individuals to affect change regarding stereotypes?	Communication Self-management skills Critical Thinking skills	Unpack the process related to stereotypes and what they mean: always negative? Look at the stereotypes we know exist for our cultures and discuss when they are fine and when they are hurtful: when is a joke not a joke? Reflect honestly on our own assumptions about people from the Middle East and try to target where they come from. Investigate Arab stereotypes through the lens of "Reel Bad Arabs" Using GALE and and Press Reader to practise corroboration skills. Practise using ethos, logos, pathos and Socratic discussion

8	3.Technological Revolution
	
	Under construction
	
	This unit was heavily affected by the online learning platform
		Change
		
		Innovation & Revolution, Perspective
			Scientific & Technological Innovation	Throughout history people, societies and technology sometimes explode with desires for change and innovation and why they happen at a particular time can have different repercussions.	**Factual**: What are recognised as key technological revolutions in human history?
					
					Conceptual: What processes link all technological innovations?
					
					Debatable: Are there any technological innovations that can be credited to only one person?
						Thinking
						- Critical thinking
						Research:
						- Information and Media Literacy: Locate, organize, analyse, evaluate, and synthesize information from a variety of sources and media
							Content Focus
							Important historical technological revolutions
							Understanding systems and trial and error.
							Understanding innovation and opportunity
							
							Student Skills
							Researching and Validation
							Summary and Synthesis
							Applying ethos, logos and pathos in presenting to ag grade 8 audience
							
							Archived for New Teacher
							Revolution: turning point in human history
							
							A focus on document-based questions
							- using primary & secondary sources to identify, infer, and construct meaning
							
							Student-selected revolutions (based on approved list):
							- Industrial Rev., Scientific Rev. Haitian Rev., French Rev., Russian Rev., American Rev., Xinhai Rev., Cuban Rev., Chinese Communist Rev.,
							Scientific Revolution
							- Printing press: spreading ideas to an increasingly literate world
							- Discovery and development of the "New World"
							- Knowledge of things unknown to ancient scholars
							- Improved technology, ie. Microscopes
							- Scientific method
							- "Philosophes" (scientific approach could be applied to almost any subject)
							     - superstition → reason
							     - tyranny → legal equality
							     - injustice → tolerance
							- Text: DK History: The Definitive Visual Guide: Scientific Revolution (266-267) and The Enlightenment (270-271)
							Industrial Revolution
							- Agricultural Revolution → Industrial Revolution
							- Agricultural revolution: science applied to agriculture increases productivity, population increases, but food supply keeps up, but where does excess labour go/migrate to?
							- Text: MacMillan History 9
							
							From Laurie's Scope & Sequence:
							-industrial revolution
							-Causes and consequences of the different innovations and revolutions (student inquiry)
							
							Not on MB

8	4. Human Rights **Under construction during online learning**	Systems Power, Equity	Fairness & Development	Though political and cultural forces make enforcing universal human rights a difficult goal to attain, it is important to strive for these rights for everyone.	**Factual:** What are the key historical events that have led to major changes in human rights? **Conceptual:** What fundamental rules apply in creating universal human rights?	Thinking Research	Introduction Lesson from **Ted ED** **Youth for Human Rights** Video: Understanding the 30 UN Universal Human Rights (as explained by students at the G8 level

					Debatable: Do civil rights and social protest lead to significant changes in the fairness and equality of societies?		**LINK** to free Youth for Human Rights Course that is excellent for content on the history and development of the concept for human rights. (Comes with video courses and formative assessments that help build content understanding. This online course could not be completed because of time constraints; however, it is an excellent resource that promotes reading at the G8 level and in mamangebable segments. The content is also reinforced by the accompanying videos for diversification. Students can sign up using their school accounts. _Group Investigations to build on skills from units 1-3_ Comparison of "The stolen Generations in the USA 1879-1900 & "The Stolen Generations in Australia 1910-1970. The Expulsion of the Sudeten Deutsch from Czechoslovakia from May until August 1945 after WWII. Nelson Mandela's (and ultimately De Klerk) bringing Apartheid to an end. Augusto Pinochet's abuses of power in the 1970's (this one might be tough for G8s) The Film _13th_ and recent videos on the protests in the USA and elsewhere in 2020.
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9	1. Population and Migration	Global Interaction Causality Resources	Globalization and Sustainability	Humans are migrating across the globe at increasing rates, impacting where they have left, and where they go. .	**Factual:** Why do people migrate? **Conceptual:** How might the movement of people affect them and others around them? **Debatable:** When or where might there be too many people?	Communication Research VI. Information literacy skills Thinking VIII. Critical Thinking	**What is Migration?** -It is nothing new -Different types, causes (push/pull factors) key vocabulary JIGSAW -Genographic exploration, create timeline of the homosapien journey **Impacts of Migration?** -Socal -Political -Economic **Prepare for Summative** -Writing skills activities -Essay structures
9	2. Belief Systems	Systems —————— Identity	Identity and Relationships	Belief systems are dynamic over time, but share a common set of characteristics grounded in human identity and relationships.	**Factual:** What are similarities across all beliefs systems? How have religions today evolved from belief systems in the past? **Conceptual:** What are different belief systems in the world today? **Debatable:** What is the function of religion in society?	Social Research	Pre-assessment **Factual** Definition of religion 7 Dimensions of Religion → JIGSAW Activity Evolution of belief systems (exploration of Hunter Gatherer beliefs, the Axial Age, Evolutionary tree of mythology and religion) **Conceptual** Examination of Angkor Wat, Abrahamic split and legacy Group project on evolution of religion. Project will link one modern belief system to one from earlier in history that it split from. **Debatable** Are our brains hardwired for religion? - God Helmet study Positive and negative impacts of religiosity individually and in society. Do modern ideologies exhibit similar traits to "belief systems"?
9	3. Unit Conflict and Cooperation	Global Interaction Perspective, Power	Perspective, Power Government and civil society,	Power and global interaction makes conflict inevitable, but cooperation is possible through a change in perspective.	**Factual** - What is Conflict? What are different types of conflict? **Conceptual** - How do we manage and solve conflict?	Research, Thinking	**Factual:** What is conflict? -Definition

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			Peace and conflict management		**Debatable** - To what extent is conflict inevitable and cooperation possible?		-Types => Activity and graphic organizer Causes and Types exploration -Textbook reading "causes" + Activities -Yemen conflict documentary -Effects of conflict -Independent Research Activity: (Global conflict tracker, Thai fishing slaves, HRW, Vice ISIS documentary) **Conceptual** Activity Prisoners Dilemma **Debatable** How do we manage and solve conflict? -Re-think "Power": state monopoly of violence, McDonalds Peace Theory, Soft power -Peacekeeping
9	4. Poverty and Trade Potential IDU with Maths if the Straight Line Graphs could be used in our research of country GDP, poverty, gender rights, etc. for the MUN assessment	Development	Fairness and Development Power and privilege Imagining a hopeful future Inequality Peace and Conflict Management	Human development has not been linear nor equitable resulting in complex problems that need to be addressed.	**Factual:** What are some ways poverty is measured? **Conceptual:** How are social systems and poverty connected? **Debatable:** Can solutions to complex problems be found when competing interests are involved?	Thinking, Communicating, Research	Introduction to Human Rights. UNDHR Introduction to Human Development index and other indicators Introducing MUN debate Speech skills Resolution skills Debate Activity Resolutions and Reflections
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10	1: Discrimination and Racism: Black Lives Matter and#MeToo	Time, Space & Place Power Processes	Orientation in Time and Space	The processes of Discrimination across times and space work to maintain positions of power	**Factual:** What are the features of systems of discrimination over time? What are the different types of discrimination? **Conceptual:** How is systemic racism shaped by power dynamics in society? **Debatable:** Is discrimination natural or is it nurtured?	Communication Research: VI Information Literacy Skills Thinking VIII. Critical Thinking	**Factual:** - the nature and nurture causes of discrimination - identify different types of discrimination - different countries have different standards of human rights protection. **Conceptual:** -What is systemic racism? -How is racism today linked to power dynamics shaped by history? **Procedural:** - learn how to use an action plan to break tasks down into smaller sections

10	2. European Colonization (in progress)	Global Interactions / Change	Identities and Relationships	European colonialization dramatically changed the world, re-shaping identities and relationships.	**Factual: What are the different types of colonialization?** **Conceptual: How were indigenous cultures viewed and treated by Colonizers?** **Debatable: How should we evaluate the legacy of colonialism?**	ATLs	**Diversity and power of Pre-Colonial Societies** **→ Inca, Iroquois, Great Zimbabwe, Mansa Musa, Australia?** **Different types of colonization** **→ Three C's: Christianize, Commerialize, Civilize** **Legacy of colonization today**
10	3: Disaster Management (IDU linked to Science)	Systems Causality: Cause and Consequence	Globalisation and Sustainability	The causes and the solutions of natural disasters lead to a dynamic interaction between environmental and societal systems.	**Factual:** What factors make areas prone to natural disasters? **Conceptual:** How does the development of a country affect the type of responses it should put in place to manage disasters? **Debatable:** To what extent does the place where you are born affect your likelihood of surviving a natural disaster?	Communication Research: VI. Information Literacy Skills VIII Critical Thinking Skills IX Creative Thinking Skills	**Hook**: Explore Asian Tsunami 2004 with question Why was death toll so high? Students generate their own hypothesis and criteria for disaster risk. **Factual:** -Research project using Asian tsunami to understand what factors make areas prone to natural disasters. -Vocabulary activity to review key terminology for the Unit -Visible Thinking Routine to Connect, Extend, Challenge **Debatable:** -ATL Information Literacy Research activity to understand range of statistics and trends globally -Japan vs Philippines comparison -Introduction to Human Development Index and Sustainable Cities Index **Conceptual:** -Haiti Inside Disaster Simulation to explore how poverty and competing interests influence humanitarian responses -Begin exploration of responses to disasters using Levels of Analysis (UNOCHA, ADPC, Local organizations, Individuals)
10	4. Production and Exchange	Systems Resource and Choice	Fairness and Development	Our economic system is characterized by the choices we make about how to manage and distribute scarce resources.	**Factual -** What is the Circular Economic flow? **Conceptual -** How do societies decide what to produce, for whom to produce and how to produce? **Debatable -** To what extent should governments manage the distribution of scarce goods and services?	Communication Self Management Thinking	**Conceptual** Introduction to Key Macro Economic Questions: What to produce? --> Factors of production How to produce? For whom to produce? **Factual** Circular Economic Flow --> First summative assessment criterion A **Debatable** Introduction to Economic Ideology -Dependency Theory -Comparative Advantage -Credit as miracle growth -Simulations: 3rd word farmer and SPENT -Rights based approach -Hayek vs Keynes
10	3: Climate Change and its Impact)	Systems and Change	Science and Technological Innovation	Climate change is predicted to have a profound effect on the Earth's systems; science and technology have an important role to play in mitigating its impact.	**Factual:** What are the causes of global warming? What are impacts of global warming on natural processes: the sea, freshwater sources, food production, extreme weather events? **Conceptual:** What future technological and scientific processes are being used to mitigate global warming?	Organisation skills Research Critical thinking skills	**Factual:** - climate change (global warming) is taking place; - there is widespread scientific consensus that human activity has altered the Earth's climate and natural processes and systems; - the impact of climate change is wide-ranging, with many knock-on effects.

					Debatable / Factual / Conceptual		Conceptual / Procedural
					Debatable: Has the Earth's natural system of climate change been changed by human activity? Why would some people deny a human role in climate change?		**Conceptual:** - scientific and technological developments are being made to mitigate the impact of climate change; - some tech developments are being used to try and undo climate change, others to reduce the impact of human activity; - some scientists believe that the Earth's climate has already reached a tipping point, from which we will be unable to return to 'normal' temperature levels. **Procedural:** - students will learn how to find raw climate data (through research databases); - students will learn how to select appropriate data sources and ranges and then how to graph them.
10	4: The Psychology of Empathy	Relationships Identity Processes	Identities and Relationships	Empathy is essential for humans to live together peacefully and comes from knowing connection, which is innate as well as learnt.	**Factual:** What is: Psychology? Developmental psychology? Empathy? **Conceptual:** Why is empathy essential for us as individuals as well as members of communities? **Debatable:** To what degree can we help people become more empathetic?	Research: Vi. Information Literacy Skills Thinking VIII. Critical Thinking X. Transfer Skills	Students will explore the nature of empathy and its development from psychological perspectives. Students will examine famous research studies that link to the development and importance of empathy. Students will consider some extreme examples of individuals that do not demonstrate empathy. Students will research and discuss the ways that the development of empathy can be assisted at different stages of life.