

Course Overviews MYP Individuals and Societies, UWC Thailand 2018-2019

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	Content (topics / knowledge/ subject specific skills)
6	1. Where are we?	Time, place and space Perspective	Orientation in space and time	Where we are has much to do with who we are.	Factual: What might maps show? Conceptual: How does latitude affect culture? Debatable: Where does time begin? Do people overcome their environment or do they adapt to it?	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 - map knowledge and skills - Reading maps (title, cardinal directions, legend, key , scale, grid coordinates) - Reading charts/graphs (title, axis) - Relative and absolute location (longitude/latitude) - Tropic of Cancer and Capricorn, seasons, equinox and solstice - Weather vs Climate - Landforms Texts: <i>Keys to Geography</i> , MacMillan <i>Geography for Global Citizens</i> , chapter 1-2 <i>MYP By Concept 1: I&S</i> , - What are the different types of settlement? p.78-80 - What makes a good location for a settlement? P.81 - Activity (critical thinking) p.82-83
6	2. Rivers of Life: Early Civilizations	Time, Space and Place Culture and Identity	Orientation in space and time	There are many mysteries concerning where we have come from but there are windows of clarity into where and how we have developed.	Factual: What geographical features cause people to congregate? What advantages do people have when they settle down in one place? Conceptual: How do historians try to understand what happened in human society? How do people work together to help each other survive? Debatable: How much history do we really know?	Embedded unit: - What is history? - primary & secondary sources - credibility arguments & biases - facts & opinions - Skills: Research skills on accessing information that will help understand how societies grew in their regions. Engage in meaningful scientific inquiry and historical investigations by being able to hypothesize, form researchable questions, conduct research, and present findings that are well supported by scientific and historical evidence. Early Civilizations: - hunters and gatherers - rise of civilizations - Mesopotamia - Tigris and Euphrates Rivers - Egypt - Nile - What makes a civilization? - large population centers, monumental architecture, unique art styles, written language, systems for administering territories, a complex division of labor; and the division of people into social classes - Religion, government, social classes, writing, stable food supply, technology, Culture - Legacy: How do these ancient cultures continue to influence the modern world.
6	3. Cultural Diversity Under construction					
6	4. Globalization of Products Under construction			Is globalization always a good thing?		What is Economics?
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7	Unit 1 What is History	Perspective Causality, Choice	Personal and Cultural Expression	How people view the past might stunt the development of the present	Factual: How do we know what we think we know? Factual: How do sources show different perspectives? Factual: How do Historians investigate History? Conceptual: How can the past be changed? Debatable: Can we trust history?	Writing with analysis, credibility of sources, corroboration Researching through

7	What is the real cost of bananas?	Global Interactions Globalisation Processes	Globalisation and Sustainability	The consumer choices we make have particular, far reaching environmental and human impacts determined by the features of their planting and production cycles and related labour practices.	Factual: What are the processes by which that what we eat and use are made and grown? Conceptual: How does what we buy connect us to the world? Debatable: Why does it matter how the things we buy are made?	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	3: Empires Under construction	Change Causality Power	Orientation in space and time	Throughout history, different empires with their own distinctive features of civilisation have risen up to take power for a period of time.	Factual: What are the characteristics of an Empire? Conceptual: What factors enable the establishment of an Empire as well as bring about their decline? Debatable: What are the 'Empires' of today and which have the most power?	Students will be able to identify the key features of an Empire. They will come to understand how Empires rise and fall. Students will complete research into an Ancient Empire (e.g. Roman), completing a case study that explores a particular boundary of that Empire during a chosen time period. Students will consider whether there are Empires that exist today and what forms they take. Students will investigate a current day organisation or group that has been described as an Empire. Students will partake in a debate to consider how these entities fit the definition of Empire and the power they hold in today's world. Students will begin to understand the nature of soft versus hard power during this process.
7	4. Disasters and how they affect so many Under construction	Development Management and Intervention Resources	Fairness and Development	The decisions toward recovery made in the hours after disasters are very different from the processes and priorities of those made for the long-term future of that community.	Factual: What are the features of a community that need to be rebuilt after a disaster? Conceptual: Who gets to decide upon the priorities of the rebuilding process? Debatable: How important is speed in rebuilding after a disaster?	
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8	Unit 1 Exploration	Global Interactions Causality (cause & consequence) Perspective	Fairness and development	New interactions have positive and negative consequences depending on the perspective of explorer and the explored.	Factual: What technologies are used to explore? Factual: What factors propelled the expansion and interconnection of agrarian civilizations? Conceptual: How do causes and consequences relate to historical developments? Conceptual: What is the impact of exploration on the explorer and on the explored? Debatable: What are the positive and negative impacts of interconnection? Debatable: Can exploration be peaceful and sustainable?	How can we see effects of exploration on peoples and environments throughout the history? Vikings (used to contrast with Spanish explorers) - Text: <i>History 8</i> chapter 2 - Where they went - Their impact on the places they visited: trading, some raiding, not imperialistic Technology - naval technologies, compass, astrolabe, sextant, GPS - Outdoor Education curriculum link: map and compass activity with Outdoor Ed Coordinator. Conquest in The Americas (<i>History 8</i> ch 11) - Columbus, Cortez, Pizarro - Commodities: furs, horses, gunpowder (possibly Columbian Exchange) - Disease Space Exploration - Is it human nature to explore? - Technologies - Organizations and companies involved - Where have we explored and where the scientific community believes we should focus our efforts - How should we treat other beings and environments we may discover through interstellar exploration? Resources: The Big History Project - Unit 8.0 Expansion - Unit 8.1 Exploration & Interconnection - Unit 8.2 Columbian Exchange
8	2. The Middle East Under construction	Communities <i>...are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of</i>	Fairness & Development <i>What are the consequences of our common humanity?</i> Students will explore rights and responsibilities; the <u>relationship between communities</u> ; sharing finite resources with other people and	Within a diverse <u>environment</u> , systems and <u>relationships</u> are continually tested.	Factual: What is the Middle East? Conceptual: How is diversity able to coexist? Conceptual: How did Europeans determine the borders/countries of the Middle East? Debatable: Will the stigma and stereotype of the people of the Middle East ever be viewed differently?	- Describe the relative location of the Middle East - countries are part of the region ? - different muslim ethnic groups and cultures - different non-muslim peoples of the region - What are the economies of various countries based on? -How did Europeans determine the borders/countries of the Middle East? -Oil? -Inbreeding? (link to Conceptual Q) -' <i>Reel Bad Arabs: How Hollywood Vilifies a People</i> ' - documentary (stereotypes of Arabs) Historical context resource Diversity of Identity: Ethnicity, Language, Religion, Gender The Overview module illuminates the early history of ancient Middle Eastern identities that were formed upon the basis of age and gender, tribal membership, language spoken or the cities in which they lived. Then, compare and contrast the concept of identity within the unitary society of ancient Egypt and the multi-ethnic society of

		<p><i>interdependent organisms living together in a specific habitat.</i></p> <p>Identity ... is the combination of the values, beliefs and experiences that define, shape and inform who we are, our perspectives and how we behave as individuals, communities, societies and cultures.</p>	with other living things; access to equal opportunities; peace and conflict resolution.			<p>ancient Mesopotamia. In Diversity and Pluralism, understand how the Middle East's ethnic and religious makeup raises interesting questions regarding national and religious identities. Finally, explore the anthropological Concept of Ethnicity as a means of understanding modern Middle Eastern history, politics, and social organization.</p> <p>Empires to Nation-States</p> <p>Trace the growth of political units from states to empires with the Before Islam module. Then explore the intensifying political, military, commercial, religious and intellectual interrelationships of the Middle East with Mediterranean and European lands and peoples from 323 BCE to 622 CE with the Late Antiquity module. Finally, in the Islamic Period module learn about the political history of the Middle East from the seventh to the twentieth centuries CE. Follow the rise of vast, diverse empires under Islamic rule and their transformation into nation-states.</p> <p>Middle East Seen Through Foreign Eyes</p> <p>Focus in on the transmission, loss, and rediscovery of knowledge about the remote antiquity of the Middle East with the Antiquity to the Nineteenth Century module. Then, learn about America's continued imagining and stereotyping of the Middle East in the Twentieth and Twenty-First Centuries module.</p>
8	3. Human Rights Under construction	Change Causality	Fairness & Development	Civil rights and social protest movements have led to significant changes in the fairness and equality of societies.	<p>Factual – Which individuals, actions and events have led to the development of civil rights and social protest groups? What have been the successes and failures of these civil rights and protest groups?</p> <p>Conceptual – What is the difference between prejudice, segregation and discrimination? How effective is non-violent protest? How can protest bring about change?</p> <p>Debatable – How far do you agree with this statement: 'Civil rights and social protest groups are irrelevant in the twenty-first century.'?</p>	<p>Textbook pages</p> <ul style="list-style-type: none"> The civil rights movement in the USA The anti-apartheid movement in South Africa
8	4. Innovation & Revolution Under construction	Change Power & Innovation & Revolution Or Change Innovation Revolution	Orientation in Space and Time Or Scientific and technical innovation	<p>Throughout history people, societies, and technology sometimes explode with desires of change and innovation and why they happen at a particular time can have different repercussions.</p> <p>Or</p> <p>innovations in technology can lead to revolutionary changes in the ways we live and work.</p>	<p>Factual: What is a revolution? Factual: What are causes of revolution?</p> <p>Conceptual: What are the causes and consequences of change?</p> <p>Debatable: Is there more good than bad caused by revolutions? Debatable: Are revolutions inevitable?</p> <p>Or</p> <p>Debatable: Does technological change create more harm than good?</p>	<p>Different social revolutions that may have been political as well</p> <p>Revolution is change</p> <p>Other notable revolutions explored in groups</p> <p>Scientific Revolution</p> <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> superstition → reason tyranny → legal equality injustice → tolerance Text: DK History: The Definitive Visual Guide: Scientific Revolution (266-267) and The Enlightenment (270-271) <p>Industrial Revolution</p> <ul style="list-style-type: none"> 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 <p>From Laurie's Scope & Sequence:</p> <p>-industrial revolution</p> <p>-Causes and consequences of the different innovations and revolutions (student inquiry)</p>
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9	1. Population and Migration	Global Interaction Choice Globalization Resources	Globalization and Sustainability	<p>People are always looking for opportunities to enhance themselves and grow.</p> <p>(or... As long as people can move they will populate and migrate())</p>	<p>Factual: Why do people migrate?</p> <p>Conceptual: How might the movement of people affect them and others around them?</p> <p>Debatable: When or where might there be too many people?</p>	<p>Positives and negatives of a growing world,</p> <p>What makes populations change</p> <p>Migration</p> <ul style="list-style-type: none"> History of migration (Out of Africa Youtube) Why people migrate (hunter/gatherer, environmental factors, political/social reasons) Codification <p>Case Studies</p> <ul style="list-style-type: none"> California Gold Rush Vietnamese to the rest of the world Syrian refugee crisis

						<p>*using more advanced search engines (Questia, Britannica, BrainPop)</p> <p>*Link to outdoor ed... interview with local 'boat people'</p>
9	2. World Religions Under construction	Systems Identity Belief	Personal and Cultural Expression	Belief systems provide guidance to people in different ways and can shape personal identity and culture.	<p>Factual: What are the beliefs of the major world religions? What is indigenous belief? What examples are there of non-religious belief?</p> <p>Conceptual: How does belief change over time? How can identity be shaped by personal belief?</p> <p>Debatable: To what extent does belief cloud or clarify our judgement? Is it possible to believe in nothing?</p>	<p>Text: <i>MYP by Concept 1: I&S Ch 5: "What do people believe in?"</i> p.98-127</p> <p>Possible World Religions to introduce: Buddhism Judaism Islam Sikhism Christianity Hinduism Scientology Zoroastrianism</p> <p>The Matrix - allegory about Jesus Christ Lord of the Rings - biblical</p>
9	3. Poverty and Trade Under construction	Time, Place and Space	Fairness and Development	Poverty is fairly easy to define in the abstract, but becomes more difficult when we try to set real world criteria for it	<p>Factual: What are some ways poverty is measured?</p> <p>Conceptual: How are social systems and poverty connected?</p> <p>Debatable: Will there always be poverty in the world?</p>	Absolute and relative poverty. Investigation of the poverty line and how different countries measure poverty
9	4. Conflict and Solutions Under construction	Systems	Causality	Societies and those around them are continually in a state of conflict.	<p>Factual: What were the major conflicts of the 20th Century?</p> <p>Conceptual: What creates conflict?</p> <p>Debatable: Will world conflict ever end?</p>	<p>Causes of WWI and causes leading into WW2</p> <p>The Holocaust</p> <p>Cold War conflicts and possible resolutions</p>
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10	1: The many lives of discrimination: Part 2. The US, From Slavery to Jim Crow	Time, Space & Place Power Processes	Orientation in Time and Space	Discrimination can be different across times and spaces but also shares a major similarity in the ways its processes work to maintain positions of power	<p>Factual: What are the features of systems of discrimination over time?</p> <p>Conceptual: What are the forces that cause these systems of discrimination to change over time?</p> <p>Debatable: How similar are the stories of peoples' that have historically been persecuted?</p>	<p>Students will understand the conditions of slavery prior to the American Civil war.</p> <p>Students will then track the changes of the rights afforded to the black population in the US, particularly across the southern states. They will address the key changes that characterised the progression from this era of slavery to the realisation of the 'Jim Crow Era' prior to the Black Civil Rights movement.</p> <p>Students will research and present accounts of the experiences of individuals that lived through these periods of time. They will also complete comparative analyses, considering the similarities and differences of discrimination stories of peoples' divided by location, time and demographic profile.</p>
10	2: Sustainable Cities?	Development Sustainability Innovation and Revolution	Globalisation and Sustainability	Most of the world now lives in cities; making these places more sustainable is essential for the future of the planet and its people.	<p>Factual: What are the global trends regarding cities and their levels of sustainability?</p> <p>Conceptual: How do we measure these levels of sustainability?</p> <p>Debatable: Is it possible for cities to develop objectively sustainable models?</p>	<p>Students will examine the status of our cities globally regarding their levels of sustainability.</p> <p>Students will explore the different measures that exist to determine a location's level of sustainability. Students will discover further details regarding these measures for city's of their choice.</p> <p>Students will research some of the initiatives that exist to improve the sustainability of cities. Students will then create and present a particular initiative for a chosen city based on their initial research.</p>
10	3: UNDER CONSTRUCTION					
10	4: Building Brands	Communication Choice Consumption	Personal and Cultural Expression	Brands are faces; marketing is how they tell their stories.	<p>Factual: What are the different components of marketing strategy?</p> <p>Conceptual: What makes a particular marketing strategy successful?</p> <p>Debatable: When is it right to continue with an established trend and when is it right to break that precedent in marketing?</p>	<p>Students will learn the major components of marketing: Ps/Cs, different elements of promotion</p> <p>Students will come to understand what makes the employment of different marketing strategies effective as well as developments that have negative impacts on a brand and/or product.</p> <p>Students will research, develop and present a promotional campaign for a distinctive chosen product and/or brand.</p>
10	5: 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.	<p>Factual: What is: Psychology? Developmental psychology? Empathy?</p> <p>Conceptual: Why is empathy essential for us as individuals as well as members of communities?</p>	<p>Students will explore the nature of empathy and its development from psychological perspectives.</p> <p>Students will examine famous research studies that link to the development and importance of empathy.</p> <p>Students will consider some extreme examples of individuals that do not demonstrate empathy.</p>

					Debatable: To what degree can we help people become more empathetic?	Students will research and discuss the ways that the development of empathy can be assisted at different stages of life.
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