

Con	Year Plan for su	Individual & Society								
no.	Unit title	Time	Key concept	related concept	global context	Statement of Inquiry	Objectives	ATL skills	Content	Resources
1	Causality	20hrs	Time, place and space	Change	Scientific and technological innovation	Over time, space exploration helped change civilizations leading to the development of scientific and technological innovations.	Interdisciplinary criteria Criterion A: Disciplinary grounding (maximum 8) Criterion B: Synthesis (maximum 8) Criterion C: Communication (maximum 8) Criterion D: Reflection (maximum 8) Scale - Brochure - Drawing a scale, 1 cm, 50,000 meters in space. Mensuration	Thinking skills- critical thinking, creative thinking, Communication skills- communication Social skills- collaboration Self-management skills- organization, reflection Research skills- information literacy, media literacy	Student will: We will be learning about Causality through the inquiry question How do scientific discoveries influence our understanding of the world around us? We will be briefly looking at some of the scientific discoveries from the Greeks, the Romans, The Chinese, The indias, The Muslims, The Enlightenment Period and the Modern age. You will be asked to research and the many contributions of the different eras, how they have contributed and laid the foundation of what we see today in our scientific endeavors. Students will research and learn about Nicola Tesl, including biographical information as well as understanding the impact of his research. We will be culminating the unit by creating a pamphlet on a scientific discovery . You will work on this project on your own. I will give a detailed outline of the expectations for this topic.	MYP 4&5 IB SKILLS PG.109-123
2	Conflict	20hrs	Time, Place, Space	Competition, Development	Orientation in space and time	Topic 1: Water demands; Inquiry Questions; How is freshwater stores and distributed throughout the world? How could demand and supply of water lead to conflict? Will the conflicts of the 21st century be over water? Topic 2: What systems of government were people rebelling against? How did technology interact with ideologies? Does conflict about political systems also connect with conflict of culture? Topic 3; New Zealand Maoris; What are some different types of land ownership? How is citizenship connected with land ownership? Is it possible to have peaceful negotiations about conflict over territory?	A, B, C, D	Read critically and for understanding, Manage and resolve conflict, and work collaboratively in teams, Create novel solutions to authentic problems, Use and interpret a range of discipline-specific terms and symbols. Use appropriate strategies for organizing complex information. Apply existing knowledge to generate new ideas, products or processes. Apply skills and knowledge in unfamiliar situations. Access information to be informed and inform others. Draw reasonable conclusions and generalizations	In this unit students will be: Introduced to the concept conflict, types of conflict (conflict over water resources, ideas, territory), severity of conflict, the role of peace. Topic 1 Using the topic of water, students examine how conflict can emerge over a resource that everyone needs.	MYP 4 & 5-40-56

	3 Development	20hrs	Time, Place, Space	Civilization, Conflict, Cooperation, Significance, Governance, Power	Fairness & Development	<p>Inquiry Questions: Topic 1; Which countries granted women the right to vote before 1920? Where the differences between social, political and economic equality? Is the development of a country inextricably linked to the status of women? Topic 3: Communist China: What are the main principles of communism? How were the Five Year Plans meant to boost levels of development? Can development happen to a country without causing negative impacts?</p>	A, C, D,	<p>Self-management; Consider ethical cultural and environmental implications Use appropriate strategies for organizing complex information, Thinking; Draw reasonable conclusions and generalizations; Communication; Use appropriate forms of writing for different purposes and audiences, Research; Formulate factual, topical, conceptual and debatable questions.</p>	<p>Students will: discuss what they mean by describing a country's level of development, and how they are doing this based on their own perspective of what is "good" development. Learn about countries and how they are classified by their level of economic development ("high" "middle" "low" income countries use of data such as gross national income (GNI) or gross domestic product (GDP) to classify countries into these categories. Focus on the broader topic of human rights, then moves to look at women's suffrage. Produce a political poster connected to agricultural and land reform.</p>	MYP 4&5 IB SKILLS PG.57-72
	4 Choice	20hrs	Global interactions	Community, development, innovation, management and intervention, power, relationships, sustainability	Personal and cultural expression	<p>Topic 1: Environmental ethics; How did the environmental protection movement start? How are our choices influenced by our ethics? Should everyone have the same ethical beliefs? Topic 2: Saving Ecuador's rainforests; What resources are extracted from Ecuador's rainforest? What choices do you make about your local environment? How can we decide the "right" way to protect fragile resources? Topic 3 International aid; What are the different types of aid? How do people choose which charitable causes to support? Should wealthy nations always help poorer nations?</p>	A, C, D,	<p>Research; Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of source and media; Communication; Use appropriate forms of writing for different purposes and audiences.; Thinking; Create novel solutions to authentic problems.; Communication; Read critically and for comprehension; Collaborate with peers and experts using a variety of digital environments and media. Thinking; Draw reasonable conclusions and generalizations. Self-management; Demonstrate persistence and perseverance. Social; make a fair and equitable decisions. Research; create references and citations, use footnotes or endnotes and construct a bibliography according to recognized conventions.</p>	<p>Students will: Reflect, and possibly act, on the knowledge that they have gained. Students consider what their own personal morals are in relation to those of the societies that they live in. Choice is closely related with responsibility and culture. Students develop self awareness of their role in their communities. Students learn about how they currently make use of the environment around them and what they consider to be most important. Students will learn that aid comes in different forms, from different sources and is used in different ways.</p>	MYP 4& 5 IB SKILLS PG-73-90

	5 Resources	20hrs	Systems	Choice, Values, Culture, Sustainability	Fairness and development	<p>Inquiry Questions: Topic 1 Resources and economic systems; What are some different products that are manufactures in your country? How do economic systems operate? Are centralized or decentralized systems more effective for supplying us with what we need? Topic 2; Choices and consequences; What resources are essential to people in your community? How do your needs influence the choices you make? Should our economic systems be developed for the future? Topic 3; Entrepreneurship, environment and culture; What is entrepreneurship? How do cultural values influence our use of resources? Why are there different beliefs of sustainable use?</p>	A, B, C, D	Thinking skills, Research Skills, Communication skills	<p>Students will; learn how resources allow us to obtain the things we need and want. How their availability affects what is possible for us in life, and how the choices we make about them will have an impact on us. Resources choices will be impacted by our values, and what we believe to be important in life. Students learn about how societies use these systems to make choices about resource use. Students develop an understanding about the choices we make to make in the light of infinite wants and finite resources resources by first helping them to relate such choices to their own lives,. Students tie together the related concepts of choice , causality and resources and the key concept of systems. Students gain understanding of how the complexity of systems makes the outcomes of our decisions difficult to predict.</p>	MYP 4& 5 IB SKILLS PG>91-108
6	Why do individual form social groups?	20hrs	Time, place and space	Culture, identity; perspective	Orientation in space and time	<p>Individuals can change the world they inherit, but to do they must understand how human societies and enviroments depend on each other.</p>	A, B, C, D	Communication Skills, Information literacy skills, critical-thinking skills, creative-thinking skills	<p>Students will: Find out about the ways we study individuals and societies. Explore concepts that help explain the relationships between individuals and societies. Take action by discussing how our society has changed in positive and negative ways.</p>	MYP BY CONCEPT 4& 5 PG. 2-25