MYP Global Contexts

<table>
<thead>
<tr>
<th>Identities and Relationships</th>
<th>Who am I? Who are we?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible explorations to develop:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• competition and cooperation; teams, affiliation and leadership</td>
</tr>
<tr>
<td>• identity formation, self-esteem, status, roles and role models</td>
</tr>
<tr>
<td>• personal efficacy and agency; attitudes, motivations, independence; happiness and the good life</td>
</tr>
<tr>
<td>• physical, psychological and social development, transitions, health and well-being, lifestyle choices</td>
</tr>
<tr>
<td>• human nature and human dignity, moral reasoning and ethical judgment, consciousness and mind</td>
</tr>
</tbody>
</table>
| Dimensions of Time and Space | What is the meaning of ‘where’ and ‘when’?  
Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives. | Possible explorations to develop:  
- civilizations and social histories, heritage; pilgrimage, migration, displacement and exchange  
- epochs, eras, turning points and ‘big history’  
- scale, duration, frequency and variability  
- peoples, boundaries, exchange and interaction  
- natural and human landscapes and resources  
- evolution, constraints and adaptation |
| Personal and Cultural Expression | What is the nature and purpose of creative expression?  
Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | Possible explorations to develop:  
- artistry, craft, creation, beauty  
- products, systems and institutions  
- social constructions of reality; philosophies and ways of life; belief systems; ritual and play  
- critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument  
- metacognition and abstract thinking  
- entrepreneurship, practice and competency |
| **Scientific and Technical Innovation** | How do we understand the worlds in which we live?  
Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs. | Possible explorations to develop:  
- systems, models, methods; products, processes and solutions  
- adaptation, ingenuity and progress  
- opportunity, risk, consequences and responsibility  
- modernization, industrialization and engineering  
- digital life, virtual environments and the information age  
- the biological revolution  
- mathematical puzzles, principles and discoveries |
| **Globalization and Sustainability** | How is everything connected?  
Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment. | Possible explorations to develop:  
- markets, commodities and commercialization  
- human impact on the environment  
- commonality, diversity and interconnection  
- consumption, conservation, natural resources and public goods  
- population and demography  
- urban planning, strategy and infrastructure |
| **Fairness and Development** | What are the consequences of our common humanity?  
Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution. | Possible explorations to develop:  
• democracy, politics, government and civil society  
• inequality, difference and inclusion  
• human capability and development; social entrepreneurs  
• rights, law, civic responsibility and the public sphere  
• justice, peace and conflict management  
• power and privilege  
• authority, security and freedom  
• imagining a hopeful future |