

MYP Curriculum Mapping: English

**Grade 6**

<b>UNIT TOPIC:</b>	<b>BOY OF THE PAINTED CAVE</b>						Duration	5 weeks
Subjects	English	Key Concepts	Form	Related Concepts	Character, Setting, Theme	Global Contexts	Scientific and technical innovation	
Statement of Inquiry	Fiction can reveal truths.							
Inquiry Questions	What is the format of a research report? How does writing form impact your message? Which is more important: what you say or how you say it?							
<b>UNIT TOPIC:</b>	<b>PERSUASIVE ESSAY</b>						Duration	5 weeks
Subjects	English	Key Concepts	Perspective	Related Concepts	Audience Imperatives, Style	Global Contexts	Identities and relationships	
Statement of Inquiry	An opinion without justification should not be taken seriously.							
Inquiry Questions	What is the format of a persuasive essay? How do pathos, logos, and ethos contribute to a persuasive argument? When do advertisements cross an ethical line?							
<b>UNIT TOPIC:</b>	<b>NOVEL STUDY</b>						Duration	5 weeks
Subjects	English	Key Concepts	--	Related Concepts	--	Global Contexts	--	
Conceptual Understandings								
Statement of Inquiry	--							
Inquiry Questions	--							
<b>UNIT TOPIC:</b>	<b>PERSONAL CHALLENGE</b>						Duration	5 weeks
Subjects	English	Key Concepts	Perspective	Related Concepts	Purpose, Self-expression	Global Contexts	Identities and relationships	
Statement of Inquiry	We can change our identity by communicating a change in our mindset.							
Inquiry Questions	What is positive change? Is our identity always changing? How can we change?							

MYP Curriculum Mapping: English

Grade 7

<b>UNIT TOPIC:</b>	<b>NARRATIVE AND EXPOSITORY WRITING</b>						Duration	5 weeks
Subjects	English	Key Concepts	Connections	Related Concepts	Point of view, Purpose, Structure	Global Contexts	Identities and relationships	
Statement of Inquiry	Writers and readers are connected through the text.							
Inquiry Questions	What is the structure of an essay? What is the structure of a narrative? Which is more powerful for communicating beliefs and values - narrative or expository writing? How do different forms of writing differ in the ability to communicate attitudes, motivations, beliefs, and values?							
<b>UNIT TOPIC:</b>	<b>SHORT STORIES</b>						Duration	5 weeks
Subjects	English	Key Concepts	Creativity	Related Concepts	Character, Point of view, Setting, Theme	Global Contexts	Personal and cultural expression	
Statement of Inquiry	Narratives are a balance of creativity and structure.							
Inquiry Questions	Why do people tell stories? Have all the stories been told? What is the structure of a narrative?							
<b>UNIT TOPIC:</b>	<b>BURN MY HEART</b>						Duration	6 weeks
Subjects	English	Key Concepts	Connections	Related Concepts	Character, Point of view, Setting, Theme	Global Contexts	Fairness and development	
Statement of Inquiry	Through setting, character, point of view and theme, fiction can reveal the atrocities of war and the hope for peace and justice.							
Inquiry Questions	Who were the Mau Mau? How is the truth revealed differently in fiction versus non-fiction? In war, is there ever a "right" and "wrong" side?							
<b>UNIT TOPIC:</b>	<b>BEAUTY</b>						Duration	5 weeks
Subjects	English	Key Concepts	Perspective	Related Concepts	Point of view, Self-expression	Global Contexts	Fairness and development	
Statement of Inquiry	Beauty is in the eye of the beholder.							
Inquiry Questions	Is there universal beauty? How is beauty defined? What do different cultures find beautiful?							

MYP Curriculum Mapping: English

Grade 8

<b>UNIT TOPIC:</b>	<b>CHARACTERS IN CONFLICT</b>						Duration	12 weeks
Subjects	English	Key Concepts	Perspective	Related Concepts	Character	Global Contexts	Identities and relationships	
Statement of Inquiry	Conflict in literature shapes and determines a character's actions and perspective.							
Inquiry Questions	What kinds of conflict do characters in literature face? How do the conflicts of fictional characters provide a window into the human condition?							
<b>UNIT TOPIC:</b>	<b>THE FRENCH REVOLUTION</b>						Duration	15 weeks
Subjects	English	Key Concepts	Change	Related Concepts	Identity	Global Contexts	Identities and relationships	
Statement of Inquiry	Revolution and political innovation have national and international repercussions.							
Inquiry Questions	How did France change between 1789 and 1800? How does political revolution change our view of the world? Has the French Revolution changed the world for better or for worse?							
<b>UNIT TOPIC:</b>	<b>THE AUTHOR'S CRAFT</b>						Duration	12 weeks
Subjects	English	Key Concepts	Creativity	Related Concepts	Identity	Global Contexts	Personal and cultural expression	
Statement of Inquiry	An author's purpose can be to create that which is new, surprising, and unpredictable.							
Inquiry Questions	How does an author's overall purpose determine and characterise the work that is created? To what extent should an author's intentions be taken into account when reading a text? Is it possible to arrive at a complete interpretation of a work of literature?							
<b>UNIT TOPIC:</b>	<b>APPROACHES TO LEARNING 1</b>						Duration	13 weeks
Subjects	English	Key Concepts	Global interaction	Related Concepts	Orientation in space and time	Global Contexts	Identities and relationships	
Statement of Inquiry	The purpose of this course is to promote a global awareness and provide students with life-long skills that will make them successful now and in their future pursuits as global citizens.							
Inquiry Questions	What skills will I need to be an informed and productive global citizen to succeed in both my educational pursuits now and professional pursuits in the future? Reaching for one's maximum potential.							
<b>UNIT TOPIC:</b>	<b>CARTOGRAPHY AND GEOGRAPHY</b>						Duration	7 weeks
Subjects	English	Key Concepts	Time, place and space	Related Concepts	Identity	Global Contexts	Orientation in space and time	
Statement of Inquiry	Cartographic perspective is influenced by time period, culture, and world view.							
Inquiry Questions	What is the science and art of cartography? How does a time period and belief system influence a cartographer's perspective? Is cartography a source of consensus or controversy?							

MYP Curriculum Mapping: English

Grade 9

<b>UNIT TOPIC:</b>	<b>ROMEO AND JULIET</b>						Duration	6 weeks
Subjects	English	Key Concepts	Creativity	Related Concepts	Audience imperatives, Purpose, Style.	Global Contexts	Fairness and development	
Statement of Inquiry	Writers creatively use elements of style to show audiences the consequences of conflict.							
Inquiry Questions	What is the best way to resolve conflict? Examine how conflict can be resolved, How are feelings evoked in an audience? How are theme and characterization developed through language? What are some of the differences between different interpretations of "Romeo and Juliet? What literary techniques did Shakespeare use in 'Romeo and Juliet'?							
<b>UNIT TOPIC:</b>	<b>THE LODGER</b>						Duration	6 weeks
Subjects	English	Key Concepts	Perspective	Related Concepts	Audience imperatives, Character, Setting	Global Contexts	Personal and cultural expression	
Statement of Inquiry	Our perspectives on a novel and its characters, themes (such as the impact of the class system on the individual) and mood are shaped by stylistic features used in the text.							
Inquiry Questions	How is the class system important to the characterization of the Buntings? How is point of view important in characterization? Which literary features are used in characterization, mood and atmosphere? How suspenseful is this novel?							
<b>UNIT TOPIC:</b>	<b>FILM STUDY</b>						Duration	4 weeks
Subjects	English	Key Concepts	Connections	Related Concepts	Audience imperatives, Style, Theme	Global Contexts	Identities and relationships	
Statement of Inquiry	Films use different verbal and visual techniques to convey ideas to audiences about identity and relationships and the choices people make in regard to their identity and relationships.							
Inquiry Questions	What different techniques are used in film to evoke feelings and to explore identity and relationships and the choices people make? How convincing is a film in regard to its depictions of characters, their relationships and the choices they make? How are themes like discrimination or choice explored in these films?							
<b>UNIT TOPIC:</b>	<b>CLASS TRACKING</b>						Duration	1 week
Subjects	English	Key Concepts	--	Related Concepts	--	Global Contexts	--	
<b>UNIT TOPIC:</b>	<b>NOVEL STUDY: THE BEAN TREES</b>						Duration	8 weeks
Subjects	English	Key Concepts	Connections	Related Concepts	Character, Point of view, Theme.	Global Contexts	Identities and relationships	
Statement of Inquiry	The theme of human nature and human relationships can be explored through characters, point of view and style.							
Inquiry Questions	What makes a portrayal of human nature and human relationships convincing? What does the novel "The Bean Trees" by Barbara Kingsolver suggest about human nature and human relationships? How do diction, imagery and figurative language function within a text? What motivates people to behave the way they do?							

MYP Curriculum Mapping: English

Grade 9 (contd.)

<b>UNIT TOPIC:</b>	<b>ANTIGONE</b>						Duration	4 weeks
Subjects	English	Key Concepts	Perspective	Related Concepts	Theme	Global Contexts	Fairness and development	
Statement of Inquiry	There are different possible perspectives on the theme of women standing up to unfair treatment as represented in the text "Antigone".							
Inquiry Questions	How does "Antigone" represent the idea of taking a stand against authority?							
<b>UNIT TOPIC:</b>	<b>WHAT'S SO FUNNY?</b>						Duration	3 weeks
Subjects	English	Key Concepts	Communication	Related Concepts	Audience imperatives, Purpose, Structure	Global Contexts	Personal and cultural expression	
Statement of Inquiry	Humor is based on principles that can be analyzed.							
Inquiry Questions	Is humor purely subjective? What makes us laugh?							

MYP Curriculum Mapping: English

Grade 10

<b>UNIT TOPIC:</b>	<b>THE CATCHER IN THE RYE</b>						Duration	8 weeks
Subjects	English	Key Concepts	Perspective	Related Concepts	Character, Point of view, Style, Theme	Global Contexts	Identities and relationships	
Statement of Inquiry	Our perspective of a character and how they form their identity is affected by stylistic features such as point of view, irony, the depiction of minor characters etc.							
Inquiry Questions	How are different techniques used in a novel to create a mood, present a message or explore a character? How do people respond to society's expectations? Should we conform to society's values? How can we show different perspectives of an event?							
<b>UNIT TOPIC:</b>	<b>ADVERTISING</b>						Duration	4 weeks
Subjects	English	Key Concepts	Communication	Related Concepts	Audience imperatives, Purpose, Style	Global Contexts	Personal and cultural expression	
Statement of Inquiry	Advertising uses creativity and artistry to persuade audiences and evoke feelings in them.							
Inquiry Questions	What is branding? What features are used in advertising and to what purpose? Do my favorite advertisements contain only positive or harmless ideas?							
<b>UNIT TOPIC:</b>	<b>MACBETH</b>						Duration	6 weeks
Subjects	English	Key Concepts	Connections	Related Concepts	Context, Style, Theme.	Global Contexts	Identities and relationships	
Statement of Inquiry	Ideas such as ambition, appearance versus reality, psychological, social and spiritual health are all connected in "Macbeth" by William Shakespeare.							
Inquiry Questions	What are the important themes in the play and how are they explored? What literary techniques did Shakespeare use in "Macbeth"? How can themes in "Macbeth" be explored in different ways? Are the supernatural events described in Macbeth merely symptoms of his psychological condition? Is ambition a positive or negative attribute?							
<b>UNIT TOPIC:</b>	<b>FILM STUDY: TROY</b>						Duration	5 weeks
Subjects	English	Key Concepts	Creativity	Related Concepts	--	Global Contexts	Orientation in space and time	
Statement of Inquiry	Texts are critiqued.							
Inquiry Questions	What are the conventions of a film review? How can we evaluate the strengths and weaknesses of this film?							
<b>UNIT TOPIC:</b>	<b>CLASS TRACKING</b>						Duration	1 week
Subjects	English	Key Concepts	--	Related Concepts	--	Global Contexts	--	

MYP Curriculum Mapping: English

Grade 10 (contd.)

<b>UNIT TOPIC:</b>	<b>THE ODYSSEY</b>						Duration	4 weeks
Subjects	English	Key Concepts	Perspective	Related Concepts	Audience imperatives, Context, Setting, Theme	Global Contexts	Orientation in space and time, Personal and cultural expression	
Statement of Inquiry	Many themes are universal; they cut across time and space.							
Inquiry Questions	What universal themes can be found in a text that was produced in a different time and place from our own? What are the characteristic features of myth and epic poetry used in The Odyssey? Do people's values, beliefs and viewpoints fundamentally change over time and space?							
<b>UNIT TOPIC:</b>	<b>SHORT STORY UNIT: THE INTERPRETER OF MALADIES</b>						Duration	1 week
Subjects	English	Key Concepts	Perspective	Related Concepts	Point of view, Setting, Theme	Global Contexts	Personal and cultural expression	
Statement of Inquiry	Culture and Nationality play a role in shaping people's identities.							
Inquiry Questions	How important is your culture and nationality to who you are as a person? What role do culture and nationality play in shaping people's identities.							

MYP Curriculum Mapping: Humanities

**Grade 6**

<b>UNIT TOPIC:</b>	<b>HUNTERS AND GATHERERS</b>						Duration	5 weeks
Subjects	Humanities	Key Concepts	Change	Related Concepts	Culture	Global Contexts	Scientific and technical innovation	
Conceptual Understandings								
Statement of Inquiry	Newly discovered technologies helped the earliest humans gain control over their environment and changed their way of living.							
Inquiry Questions	How did humans' way of living change as they interacted and adapted? How have the discoveries of early humans impacted our society today? What discovery from early humans has had the greatest impact in today's society?							

<b>UNIT TOPIC:</b>	<b>ANCIENT MESOPOTAMIA</b>						Duration	5 weeks
Subjects	Humanities	Key Concepts	Change, Systems	Related Concepts	Resources	Global Contexts	Orientation in space and time	
Conceptual Understandings								
Statement of Inquiry	Civilizations arise in geographic locations with naturally resourceful systems that help the development of agriculture and trade.							
Inquiry Questions	What technological advancements did the Ancient Mesopotamia achieve? How did the land between the Tigris and Euphrates rivers support agriculture? What is a civilization? Do you agree with historians who identify the beginning of history with the beginning of writing?							

<b>UNIT TOPIC:</b>	<b>ANCIENT EGYPT</b>						Duration	5 weeks
Subjects	Humanities	Key Concepts	Systems	Related Concepts	Power, Resources	Global Contexts	Globalization and sustainability	
Conceptual Understandings								
Statement of Inquiry	Geography plays a vital role in a civilization's prosperous economy and relationship with others.							
Inquiry Questions	Why was the Nile River important? What economic activities developed in Egypt? How does the Ancient Egyptian civilization impact us today? Did pyramids accomplish their purpose?							

<b>UNIT TOPIC:</b>	<b>INDIA: BUDDHISM AND HINDUISM</b>						Duration	5 weeks
Subjects	Humanities	Key Concepts	Culture	Related Concepts	Identity, Perspective	Global Contexts	Identities and relationships	
Conceptual Understandings								
Statement of Inquiry	Civilizations arise in geographic locations with naturally resourceful systems that help the development of agriculture and trade.							
Inquiry Questions	Why was the earliest Indian civilization located near the Indus River? How do you think the Buddha felt about the caste system? Why? How did the caste system maintain social order? How is social order kept in other cultures?							



MYP Curriculum Mapping: Humanities

Grade 7

<b>UNIT TOPIC:</b>	<b>THE ROMAN WORLD</b>						<b>Duration</b>	5 weeks
Subjects	Humanities	Key Concepts	Systems	Related Concepts	Culture, Power	Global Contexts	Fairness and development	
Conceptual Understandings								
Statement of Inquiry	Governments create law codes and political bodies to organize a society.							
Inquiry Questions	What factors were involved in the rise of the Republic? Who were the major players within the Roman Empire? How have ancient civilizations impacted today's architecture? What do legends reveal about a culture? Was the movement from Republic to Empire inevitable? Was Rome better off as a Republic or an Empire?							
<b>UNIT TOPIC:</b>	<b>BEGINNINGS OF ISLAM</b>						<b>Duration</b>	5 weeks
Subjects	Humanities	Key Concepts	Systems	Related Concepts	Culture, Identity	Global Contexts	Identities and relationships	
Conceptual Understandings	Identity							
Statement of Inquiry	People adopt new beliefs that give meaning to life.							
Inquiry Questions	Why was Mecca important as a religious center? How do the teachings of Islam provide laws and guidelines for religious practice and everyday life? What are the connections between Christianity, Judaism, and Islam? How does Islam's history help you understand the division between Sunnis and Shiites today? Is it important to be aware of the major world religions today?							
<b>UNIT TOPIC:</b>	<b>CENTRAL AND SOUTHERN AFRICA</b>						<b>Duration</b>	6 weeks
Subjects	Humanities	Key Concepts	Change	Related Concepts	Culture	Global Contexts	Fairness and development	
Conceptual Understandings								
Statement of Inquiry	Ways of living change and conflicts develop as cultures interact with each other.							
Inquiry Questions	What were the Bantu migrations? How did Great Zimbabwe grow wealthy and powerful? What were the causes and effects of the slave trade between Kongo and Portugal? What impact did interaction with Arab traders have on East African societies? How did Great Zimbabwe use its influence over neighbors to its benefit? Did European interaction benefit Kongo or not?							
<b>UNIT TOPIC:</b>	<b>JAPAN</b>						<b>Duration</b>	5 weeks
Subjects	Humanities	Key Concepts	Global interaction	Related Concepts	Culture, Identity, Resources.	Global Contexts	Identities and relationships, Personal and cultural expression, Globalization and sustainability	
Conceptual Understandings								
Statement of Inquiry	Civilizations interact with cultures surrounding them, influencing their economy, culture, and identity.							
Inquiry Questions	How do you think Japan's history would be different if it were part of the Asian mainland? , How did China's geography affect its ability to spread such ideas and influences as Buddhism to other regions? , What was the greatest influence on Japan's culture?							

MYP Curriculum Mapping: Humanities

**Grade 8**

<b>UNIT TOPIC:</b>	<b>THE FRENCH REVOLUTION</b>						<b>Duration</b>	15 weeks
Subjects	Humanities, English	<b>Key Concepts</b>	Change	<b>Related Concepts</b>	Individuals and societies: Innovation and revolution	<b>Global Contexts</b>	Identities and relationships	
Conceptual Understandings								
Statement of Inquiry	Revolution and political innovation have national and international repercussions.							
Inquiry Questions	How did France change between 1789 and 1800? How does political revolution change our view of the world? Has the French Revolution changed the world for better or for worse?							
<b>UNIT TOPIC:</b>	<b>THE INDUSTRIAL REVOLUTION</b>						<b>Duration</b>	9 weeks
Subjects	Humanities	<b>Key Concepts</b>	Systems	<b>Related Concepts</b>	Identity	<b>Global Contexts</b>	Identities and relationships, Fairness and development	
Conceptual Understandings								
Statement of Inquiry	Changes in economic systems create new opportunities but also social and ideological conflict.							
Inquiry Questions	What constitutes an Industrial Revolution? When does change lead to conflict and conflict lead to change? Are there always "winners" and "losers" in any economic system?							
<b>UNIT TOPIC:</b>	<b>MEIJI JAPAN</b>						<b>Duration</b>	5 weeks
Subjects	Humanities	<b>Key Concepts</b>	Global interaction	<b>Related Concepts</b>	Identity	<b>Global Contexts</b>	Identities and relationships, Scientific and technical innovation	
Conceptual Understandings								
Statement of Inquiry	Global and domestic interaction shapes a country's identity.							
Inquiry Questions	How did Edo transition to the Meiji Period? What factors create a country's identity? Was the Meiji policy of "Japanese spirit with western technology" actually attainable?							
<b>UNIT TOPIC:</b>	<b>CARTOGRAPHY AND GEOGRAPHY</b>						<b>Duration</b>	7 weeks
Subjects	Humanities, English	<b>Key Concepts</b>	Time, place and space	<b>Related Concepts</b>	Orientation in space and time	<b>Global Contexts</b>		
Conceptual Understandings								
Statement of Inquiry	Cartographic perspective is influenced by time period, culture, and world-view.							
Inquiry Questions	What is the science and art of cartography? How does a time period and belief system influence a cartographer's perspective? Is cartography a source of consensus or controversy?							

MYP Curriculum Mapping: Humanities

Grade 9

<b>UNIT TOPIC:</b>	<b>EVENTS: 1900 -1920</b>						Duration	8 weeks
Subjects	Humanities, Digital Design	Key Concepts	Change	Related Concepts	Individuals and societies: Power	Global Contexts	Globalization and sustainability	
Conceptual Understandings								
Statement of Inquiry	Shifts in the balance of power create major changes in the world order.							
Inquiry Questions	In what ways did the balance of power shift in the period 1900-1920? What characterizes and determines a world order? Does order in international relations really necessitate the balance of power concept?							
<b>UNIT TOPIC:</b>	<b>PROPAGANDA   CHANGING HISTORY</b>						Duration	13 weeks
Subjects	Digital Design, Humanities	Key Concepts	Perspective	Related Concepts	Design: Adaptation, Form, Function.	Global Contexts	Orientation in space and time	
Conceptual Understandings								
Statement of Inquiry	Changes in economic systems create new opportunities but also social and ideological conflict.							
Inquiry Questions	What symbols did participants used in their propaganda? How can we successfully modify propaganda and make it look convincing? Can we adapt existent compositions to fit a different audience without losing the original essence of the design?							
<b>UNIT TOPIC:</b>	<b>US GOVERNMENT</b>						Duration	8 weeks
Subjects	Humanities	Key Concepts	Systems	Related Concepts		Global Contexts	Identities and relationships	
Conceptual Understandings								
Statement of Inquiry	Government systems shape and inform domestic and foreign policy.							
Inquiry Questions	How do the three branches of US government function together to determine domestic and foreign policy? What characterises "good government"? Should the state serve the individual or the individual the state?							
<b>UNIT TOPIC:</b>	<b>"BOOM AND BUST": THE ROARING 20S AND THE GREAT DEPRESSION</b>						Duration	4 weeks
Subjects	Humanities	Key Concepts	Global interaction	Related Concepts	Globalization and sustainability, Fairness and development	Global Contexts		
Conceptual Understandings								
Statement of Inquiry	Global economic interdependence brings both opportunities and potential dangers.							
Inquiry Questions	What factors brought about the "boom" and the "bust"? How does economics shape and influence global political events? Which is better for an economy, laissez-faire economics or interventionism?							

MYP Curriculum Mapping: Humanities

Grade 10

<b>UNIT TOPIC:</b>	<b>WWI AND II</b>						Duration	6 weeks
Subjects	Humanities	Key Concepts	Time, place and space	Related Concepts	Causality (cause and consequence), Equity, Innovation and revolution, Power.	Global Contexts	Orientation in space and time	
Conceptual Understandings	How do the causes, practices and effects of WWI and WWII shape our world today?							
Statement of Inquiry	Many causes, practices and effects of twentieth century wars can help us understand our current world.							
Inquiry Questions	How can we learn from the causes, practices and effects of WWI and WWII? Would technological developments occur despite the wars? What were the causes, practices and effects of WWI and WWII?							
<b>UNIT TOPIC:</b>	<b>AIMS, DEVELOPMENT AND STRUCTURE OF THE UN</b>						Duration	4 weeks
Subjects	Humanities	Key Concepts	Systems	Related Concepts	Equity, Power, Processes.	Global Contexts	Fairness and development	
Conceptual Understandings	Organisational structure means that institutions are less affected by the individual character of the people that work in key roles.							
Statement of Inquiry	The aims, structure and development of the UN provide the basis for international diplomacy and peace.							
Inquiry Questions	What are the aims of the United Nations? Aims, How does the infrastructure of the UN meet our human needs? Structure, In what ways and in what areas should the UN develop?							
<b>UNIT TOPIC:</b>	<b>MODEL OF THE UNITED NATIONS</b>						Duration	6 weeks
Subjects	Humanities, Japanese	Key Concepts	Global interaction	Related Concepts	Individuals and societies: Causality (cause and consequence), Equity, Globalization, Identity, Perspective, Power, Resources.	Global Contexts	Fairness and development	
Conceptual Understandings	During this unit verbal communication is emphasized but written communication in the areas of research, writing speeches and clauses for resolutions is imperative.							
Statement of Inquiry	Participation in the Model of the United Nations process makes me a better global citizen?							
Inquiry Questions	What skills and knowledge do I need to be an effective MUN ambassador? The need to develop a wider range of skills and knowledge about current events to adequately carry out my role as ambassador in the MUN simulation. Why is it difficult for me to be aware of current events outside Japan? Broaden my perspective. Why can't I argue against my government's policies in relation to my MUN designated topic? My country's government policy.							

MYP Curriculum Mapping: Humanities

Grade 10 (contd.)

<b>UNIT TOPIC:</b>	<b>THE MIDDLE EAST (POST UN)</b>						<b>Duration</b>	5 weeks
Subjects	Humanities	Key Concepts	Culture, Global	Related Concepts	Causality (cause and consequence)	Global Contexts	Globalization and sustainability, Fairness and development	
Conceptual Understandings	Conflict, peace, ideology, religion, politics and global justice are integral areas for the study of this unit.							
Statement of Inquiry	How and why has the Middle East changed politically, economically and socially since the formation of the United Nations?							
Inquiry Questions	How has the formation of the nation of Israel and the state of Palestine led to increasing tensions in the Middle East and internationally? Palestine / Israel, In what ways and with what effect has the UN exacerbated conflicts and tension in the Middle East? UN role in the Middle East, Is Zionism valid? Zionism							
<b>UNIT TOPIC:</b>	<b>COLD WAR</b>						<b>Duration</b>	4 weeks
Subjects	Humanities	Key Concepts	Relationships	Related Concepts	Causality (cause and consequence), Choice, Culture, Equity, Globalization, Identity, Innovation and revolution, Perspective, Power, Resources.	Global Contexts	Globalization and sustainability	
Conceptual Understandings	The term "Cold War" is a concept described by humans to understand the period after WWII up until the fall of the Soviet Union in 1989 - 1991. Such an artificial human concept as the "Cold War" had major ramifications for individual leaders, citizens in various countries across the globe, events etc.							
Statement of Inquiry	The Cold War had major ideological, political, economic, social, cultural, ethnic, religious and geographic implications for the world between 1945-1991.							
Inquiry Questions	Why did the Cold War occur, who was involved and what were the major events during this period? Why, who and what in relation to the Cold War? Is the Cold War just another example of how human beings choose to live in fear of "the other"? What monetary and political system best suits human beings needs - communism or capitalism?							
<b>UNIT TOPIC:</b>	<b>CURRENT INTERNATIONAL RELATIONS</b>						<b>Duration</b>	4 weeks
Subjects	Humanities	Key Concepts	Global interaction	Related Concepts	Globalization	Global Contexts	Identities and relationships	
Conceptual Understandings								
Statement of Inquiry	"Nations form alliances to protect their military, cultural and economic interests." p.20 pre-publication Individuals and Societies guide.							
Inquiry Questions	What territorial disputes currently exist between Japan and its Asian neighbors?, What are the contradictions between Japan's ideology regarding ownership of the disputed territories and that of it's Asian neighbors?, Who owns the "disputed territories"? Why did you give this answer?							