

Course Overviews MYP Individuals and Societies, UWC Thailand 2022-2023

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.

Brief I&S overview: <https://docs.google.com/document/d/1hng3iMBR9A9J1rB0V2c3ifO9Hp3Xsun-D7u9pHdhEJU/edit>

Resource: www.gapminder.org

Test

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)	Summative Assessment and MYP Criteria Assessed
6	Unit 1 What is Geography?	Time, place and space Scale Perspective	Orientation in Space and Time	Maps provide important geographical information and insight into time, place and space , but they are affected by scale and different perspectives .	Factual: What is geography? What are the different features of maps and how are they used? Conceptual: How do maps help us to understand time, place and space ? Debatable: Can we always trust maps?	Self-management skills	Students will study different maps and geography tools to understand how maps communicate important information about time, place and space. -What is geography? -The tools that geographers use -Information that maps communicate -Different types of maps (projections) -Features of maps -Orientation (cardinal directions, using a compass) -Absolute location (Latitude and Longitude) -Reading and using scale (concept of scale) -Test taking skills -Why maps matter? -5 themes of Geography -Creating maps Critical thinking - perspectives	Crit C - Mapping Project Information on map is depicted clearly and accurately. Crit A - Test Maps, longitude and latitude, compass points Crit D - Test - Written explanation of geography and how it connects to the location.
6	Unit 2 Thinking Like a Historian	Change Significance Causality Connect to ELL - Historical Fiction	Orientation in Space and Time	Through history we can discover the significant stories of past people, places and events, and examine how they affect us and change the world.	Factual: What is history? What are some significant historical people, places and events? Conceptual: What makes something historically significant ? How can the past change our lives in the present? Debatable: Can we trust history?	Research skills - Information Literacy, media literacy, ethical use	What is history? Primary & Secondary sources Facts & opinions - how do you know? Introduction to OPVL Historical places (UNESCO and Ancient Wonders of the World) Ancient civilizations Chronology and creating timelines Inference skills - using evidence and critical thinking to draw conclusions. Creating research questions and developing action plans Methods for collecting and recording research information Citing sources using MyBib Writing skills: Summarising main ideas from sources/ paraphrasing	Crit A, B,C - Reseach chart for an event and creating a bibliograph Crit D - OPVL annotation of a source Crit D -Socratic seminar (debatable questions)
6	Unit 3 What does it mean to be a Global Citizen? IDU	Communication Responsibility Community	Globalization & Sustainability	Digital storytelling gives students an opportunity to connect to their community and create solutions; empowering them to be global citizens	Factual: What are some of the issues facing the world today? What are some of the issues in our community? Conceptual: What does it mean to be a global citizen? How can documentary films help with global issues? Debatable: Can individuals change the world? Do issues need to resonate with us personally in order for us to act?	Communication skills - exchanging information, literacy and ICT Self-Management skills - time management, goal setting, resilience, managing self	Link to IDU plan (English, Design, EXP and Music) Review SGDs - What does it mean to be a Global Citizen Local, Global and personal lenses An introduction to ethics (specific to documentary making) Oral history and capturing information Research skills (creating an action plan, different sources, finding relevant sources, collecting information, recording information and ethical use) Developing ideas and concepts An introduction to the UN, mini-MUN conference	Crit A, B - MUN roleplay Crit A,B,C IDU DocuMantaray Film + Process Journals - Google sites
6	Unit 4 Poverty and Development	Global Interaction Poverty Resources	Fairness & Development	Access to resources and opportunities can help societies to develop to become fairer places but this often depends on global interactions .	Factual: What is poverty? What is development and how do we measure it? What is aid? Conceptual: What factors contribute to the fairness and development of societies? What are the effects of poverty?	Research Skills Thinking skills	What is poverty? -Poverty in the world and its consequences -Factors that contribute to the development of a country Development indicators and using stactical information -Aid, NGOs and microlending -Formulating arguments -Human Rights -Cycle of poverty (simulation activities)	Argumentative essay Criteria A - Knowing & Understanding Criteria D - Thinking Critically Infographic on developing country: Criteria B - Investigating

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					Debatable: Does aid work? Is equity possible?			Criteria C - Communicating
7	Unit 1 Cultures & Beliefs	Culture Identity Beliefs	Personal and Cultural Expression	Belief systems provide guidance to people in different ways and can help us explore personal identity and culture .	Factual: What is culture? What are the beliefs of the major world religions? Conceptual: How can identity and culture be explored through beliefs? How can belief affect people's identity and actions? Debatable: Is it possible to believe in nothing?	Focus: Self-Management skills iii. Communication Skills iii. Other: Research skills	Trip - 4 religious sights around Phuket with tasks 7 Elements of culture How culture is expressed through these elements Importance of culture (heritage sites, etc.) Monoculture vs. Cultural diversity Features of a religion Major religions of the world (investigations into Buddhism, Islam, Christianity, Judaism, Hinduism) How are values represented in cultures and religions.	Criteria A,B,C - An investigation into their own culture Criteria A,B,C - An investigation into a religion.
7	Unit 2 Life on our Planet	Systems Resources Sustainability	Globalisation and Sustainability	The relationships between living things in different environments can be viewed as a system , and sustainability can help these environments to last into the future.	Factual: What are natural and human environments? What are the different types of settlements? What is climate and climate change? Conceptual: What impacts have humans had on different environments? How do settlements change over time? How can sustainability help different environments? Debatable: Should humans protect natural environments at all costs?	Focus: Critical Thinking i; ii; iii Thinking skills - Creative and Critical thinking Information Literacy skills Communication skills	Watching 'Life on Our Planet' with comprehension questions + critical thinking socratic seminar Geography - biomes, ecosystems, climate, adaptations Natural versus Human environments Industrial revolution and its environmental impacts. Settlements and how they develop and change over time Explore examples of human impact on environments with case studies of different biomes/ regions of the world. Sustainability (define and explore aspects of sustainable development) 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 Why would some people deny a human role in climate change? How can settlements become more sustainable for the future?	Criteria A - Test - Industrial Revolution - cause and effect Criteria C,D - A 'call to action' or a product that showcases a sustainable solution.
7	Unit 3 Exploration	Global Interactions Causality Power	Orientation in Space and Time	Human exploration has continued throughout time for a variety of reasons and affects global interactions in both positive and negative ways.	Factual: What is the age of exploration? What are some examples of exploration at different times in history? Conceptual: Why do people explore? What are the causes and consequences of exploration? Debatable: Does exploration lead to exploitation?	Communication Skills	What is exploration? Who determines what is worthy of being explored? Effects of early explorers (Christopher Columbus, Amerigo Vespucci, Marco Polo) What is the Age of Exploration? Investigation of Exploring (Race to the South Pole) Connection of power with exploration Influence of the Renaissance Women and exploration How has exploration changed - 21st century exploration Analysis of the positive and negative consequences of exploration throughout history Am I an explorer? Can one explore and stay where they are? Tim Urbanisation (90 year life cycle, The paths to success, Mapping your success)	Summative Explorer Expository essay Crit A, B,C
7	Unit 4 Innovations and Ideas that changed the World	Change Innovation and revolution Causality	Scientific and technological Innovation	Innovations and ideas are developed from a variety of causes and can bring about lasting change to individuals and societies.	Factual: What are some examples of ideas and innovations from history? What were the important changes during the Renaissance? What are technological revolutions? Conceptual: What is an idea or innovation? What makes an innovation or idea significant? What are the effects from technological revolutions? Debatable: Does change affect everyone?	Social Skills	-Examples of ideas and innovations from history -Explore different technological revolutions and their effects on individuals and societies -Explore the time periods of the Renaissance and the Enlightenment examining some of the main ideas and innovations -Examine how ideas and innovations can solve issues in our communities - students will conduct an investigation into a solution and create a model or video detailing the process of how it works	Model or video detailing an innovation and how it works + Research plan Crit B,C

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8	Unit 1 How are Societies Governed?	Systems Power Resources	Fairness and development	The governance of societies is organized by different systems that are used to distribute power and resources affecting fairness and development.	Factual: What is a monarchy? How does democracy work? Conceptual: What are the features of totalitarian/authoritarian states? How do different governmental systems arrange the distribution of power and resources? Debatable: Is there a fair system of governance?	Communication skills Research Skills	-Different systems of governance that are used to run societies 1) Monarchy 2) Authoritarian Dictatorship 3) Democracy -Case studies of countries that use monarchy, democracy and dictatorship Research: Democracy podcast, Totalitarian states, students will research a country/government of that type to present to class. Thinking: Students will discuss perspectives and ideas about governance on collaborative question and answer platforms.	Test - different systems and their features, paragraph question with evaluation of most effective systems - Crit A; D Investigation into your choice of political system (focus on a specific country) - Crit B,C
8	Unit 2 Water is life	Time, place, space Change	Equity and Resources	Knowledge, gained by data analysis, and a voice for change allows us to make a stand for environmental improvement.	Factual: What is a sketch map and how can it help us understand our research? What are the different parts of a river? Conceptual: How have rivers enabled human civilisations to grow over time? Is our growing demand for water sustainable given the issues surrounding water sanitation and scarcity? Debatable: Can we reach SDG 6 by 2030?	Creative and critical thinking skills	Sketch mapping Labelling and captioning maps Features of a river system Human habitation on rivers (historically - neolithic revolution, consider Asia - Mekong Delta/ China/ Ancient Egypt) Connecting features of a river to why humans would live there. The impact of humans on water Making a model - water for agriculture or water for hygiene The water crisis and the UN development goals - focus on scarcity, equity in resources and possible solutions. Students will propose a solution for our community and conduct field research. Field trip (combined with Science) - sampling at 4 different water sources + sketchmapping	Crit A - Sketch map from field trip Crit B,C,D Proposal + persuasive text
8	Unit 3 Revolutions	Orientation in Space and Time	Causality, Significance	At different times and locations, societies can experience revolutionary change, due to a variety of causes and often with long-lasting consequences.	Factual: What is a revolution? What are the different types of revolutions? What role does propaganda play in revolutions? Conceptual: What factors determine the significance of an event? Debatable: Do revolutions always lead to progress?	Self Management Research: Information and Media Literacy: Locate, organize, analyse, evaluate, and synthesize information from a variety of sources and media	Provocation: -Story of Gavrilo Princip. How do one man's actions spark a global war? Why was the bikini so revolutionary? How are these two phenomena related? Define Revolution ATL Skills - Creative Thinking Draw a cartoon to illustrate revolution Different types of revolutions (political, social, cultural, technological) Case-study: Suffragette movement Causes, processes and consequences OPVL and Source Evaluation Activity How is propaganda useful in social movements and revolutions? (link to English) Propaganda by for and against suffragettes Do revolutions always lead to progress? Independent exploration	Criterion A: -Vocab quizzes on the features of revolution Criterion B and C: -Project: Pick a social/political revolution and trace it's causes and consequences. Criterion D: -Source evaluation <u>Project with English</u> Produce 2-4 Radio adverts or poster adverts for some sort of social cause/revolution. I&S assess: -Criterion B: Research skills check-in (source analysis) -Criterion D Critical Thinking: --> What is the problem you are trying to solve (cause)? --> What is the solution you are providing? --> How will this profoundly change things positively?
Unit 4 8	Globalization and Economics	Global interaction Identity Perspective	Globalization and Sustainability	Increased interactions through Globalization have changed our identity and perspective around the world.	Factual: What is globalization? What are transnational corporations? How has globalization affected our economy? Conceptual: What are the causes of globalization? How is our economic a system? Debatable: Is globalization new?	- Communication - Reflection - Information literacy - Critical Thinking	Provocation - Students choose from a number of globally interactive scenarios whether or not they are positive or negative . Review Age of Exploration and the effects of exploration Poverty and Development indicators Gapminder and graph analysis Definitions of globalization Globalization as a process that is not new Global village Research Endangered languages and the globalization of online gaming Multinational Corporations (MNC) Causes and effects of Globalization Market, Traditional and Command Economic systems	Impacts of Globalization (social, political, economical, environmental) -research skills -written essay skills with in-text citations Criteria A, B, C

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9	Unit 1 Population and Migration	Global Interaction Causality Resources	Orientation in Space and Time	Increased human migration is re-shaping our global interactions , causing changes to our societies, environments and resources .	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? -Social -Political -Economic Prepare for Summative -Writing skills activities -Essay structures	Criteria A Quiz on key terminology(i) and demonstrating understanding of the early migrations out of Africa (ii). Case-study project demonstrating knowledge through accurate use of types and causes. Criteria B Range of sources used in case-study projects. Criteria C Presentation must be effective style and structured appropriately, sources must be documented. Criteria D Students will evaluate the impact of migration in an argumentative essay. (Claim counterclaim)
9	Unit 2 Belief Systems	Systems Culture Perspective	Identity and Relationships	Belief systems are dynamic over time, but share a common set of characteristics which shape cultures and perspectives .	Factual: What are similarities across all beliefs systems? How have religions today evolved from belief systems in the past? How do these beliefs shape cultures and perspectives? Conceptual: What are different belief systems in the world today? Debatable: What is the function of religion in society? Are belief systems a positive or negative influence on 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"?	Criterion A Summative 1 - Evolution of religion presentation examining the similarities and differences of two religions and the legacy of their split Criterion C Summative 1 - Poster on evolution of religion will be assessed for how clearly and logically it depicts information and citation of sources. Summative 2 - Students will debate statement of inquiry using appropriate language tone and construction. Criterion D Students will debate statement of inquiry using evaluative argumentation skills.
9	Unit 3 Unit Conflict and Cooperation	Global Interaction Perspective, Power	Fairness and Development	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 - Is all conflict driven by the quest for power? To what extent can a shift in perspectives help us manage and solve conflict? Debatable - To what extent is conflict inevitable and cooperation possible?	Research, Thinking	Factual: What is conflict? -Definition -Types => Activity and graphic organizer Causes and Types exploration -Textbook reading "causes" + Activities -Yemen conflict documentary -Effects of conflict	Criteria A Quiz on Types, Causes and vocabulary Criteria C and D PEEL essay on solutions to conflict

							<p>-Independent Research Activity: (Global conflict tracker, Thai fishing slaves, HRW, Vice ISIS documentary)</p> <p>→ ADD ANNOTATED BIBLIOGRAPHY AND OPVL</p> <p>Conceptual Activity Prisoners Dilemma</p> <p>Debatable How do we manage and solve conflict? -Re-think "Power": state monopoly of violence, McDonalds Peace Theory, Soft power -Peacekeeping</p>	
9	Unit 4 Discrimination and Racism: Black Lives Matter and #MeToo	Time, Space & Place Power Processes	Orientation in Time and Space Exploration: Exchange and Interaction	The processes of Discrimination across times and space work to maintain positions of power	<p>Factual: What are the features of systems of discrimination over time? What are the different types of discrimination?</p> <p>Conceptual: How is systemic racism shaped by power dynamics in society?</p> <p>Debatable: Is discrimination natural or is it nurtured?</p>	Communication Research: VI Information Literacy Skills Thinking VIII. Critical Thinking	<p>Factual: - the nature and nurture causes of discrimination - identify different types of discrimination -What is White Privilege - different countries have different standards of human rights protection. -BLM movement and police brutality in the United States exploration</p> <p>Conceptual: -What is systemic racism? -How is racism today linked to power dynamics shaped by history? -Discussion with black person in Thailand</p> <p>Debatable: -Harvard Implicit Bias Test</p> <p>Procedural: - learn how to use an action plan to break tasks down into smaller sections</p>	<p>Criterion A: Quiz on features and types of discrimination</p> <p>Criterion C and D: Create a 5-7 minute TEDx-style video which analyses a group who have experienced discrimination and an organisation which is trying to overcome that discrimination.</p> <p>Criterion B, C and D: As part of the preparation for the TEDx video, students will also be expected to submit an annotated bibliography, an action plan, and a works cited page. These will all be assessed under criterions B and D.</p>
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10	Unit 1 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.	<p>Factual - What is the Circular Economic flow?</p> <p>Conceptual - How do societies decide what to produce, for whom to produce and how to produce?</p> <p>Debatable - To what extent should governments manage the distribution of scarce goods and services?</p>	Communication Self Management Thinking	<p>Conceptual Introduction to Key Macro Economic Questions: What to produce? --> Factors of production How to produce? For whom to produce?</p> <p>Factual Circular Economic Flow --> First summative assessment criterion A Tax systems Money as a Construct</p>	<p>Criterion A Quiz on Circular Economic Flow and Key Macroeconomic questions</p> <p>Possible Vocabulary quiz on Economic indicators</p> <p>Criterion C and D Data analysis and short essay response (claim and counter claim) to prompt</p>

							<p>Universal Basic Income and Automation</p> <p>Debatable</p> <p>Introduction to Economic Ideology</p> <ul style="list-style-type: none"> -Dependency Theory -Comparative Advantage -Credit as miracle growth -Simulations: 3rd world farmer and SPENT -Rights based approach -Hayek vs Keynes 	
10	Unit 2 Intro to Business Management	<p>Global Interaction</p> <p>Innovation</p>	Orientation in Time Place and Space	<p>Global interactions provide businesses with the opportunity to solve problems through innovation and creativity.</p>	<p>Factual: How can businesses solve problems? What is a marketing strategy? What is break even point? What are the key elements of a business model?</p> <p>Conceptual: How can businesses design solutions to challenges the world is facing?</p> <p>Debatable: To what extent should businesses prioritize social impact alongside profit?</p>	<p>Research:</p> <ul style="list-style-type: none"> -Market and customer research <p>Critical Thinking skills:</p> <ul style="list-style-type: none"> -Assessing strengths and weaknesses of business <p>Creativity:</p> <ul style="list-style-type: none"> -Designing business solutions <p>Social:</p> <ul style="list-style-type: none"> -Collaborating in teams 	<p>The Unit will be run using a Project Based Learning approach.</p>	<p>Criteria A & B:</p> <p>Market Research and Segmentation Customer Primary research</p> <p>Criteria A & C:</p> <p>Business Plan (Business Model Canvas)</p> <p>Criteria C & D:</p> <p>End of Unit Reflection</p>
10	Unit 3 Disaster Management (IDU linked to Science)	<p>Systems</p> <p>Causality: Cause and Consequence</p>	Globalisation and Sustainability	<p>The causes and the solutions of natural disasters lead to a dynamic interaction between environmental and societal systems.</p>	<p>Factual: What factors make areas prone to natural disasters?</p> <p>Conceptual: How does the development of a country affect the type of responses it should put in place to manage disasters?</p> <p>Debatable: To what extent does the place where you are born affect your likelihood of surviving a natural disaster?</p>	<p>Communication Research:</p> <ul style="list-style-type: none"> VI. Information Literacy Skills VIII Critical Thinking Skills IX Creative Thinking Skills 	<p>Hook:</p> <p>Explore Asian Tsunami 2004 with question Why was death toll so high? Students generate their own hypothesis and criteria for disaster risk.</p> <p>Factual:</p> <ul style="list-style-type: none"> -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 <p>Debatable:</p> <ul style="list-style-type: none"> -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 <p>Conceptual:</p> <ul style="list-style-type: none"> -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) 	<p>Criterion B Investigating</p> <p>Students will choose a case study and design a research question focus on one of the Science categories learned.</p> <p>Students will follow an action plan and use a variety of research methods conducting both primary and secondary research.</p> <p>Each project must include at least 1 primary source interview.</p> <p>Criterion D - Thinking Critically</p> <p>Students will summarize the causes and impacts of the disaster for their chosen case study.</p> <p>Students will evaluate their solution using the Levels of Analysis framework.</p>
10	Unit 4 European Colonization	<p>Change</p> <p>Perspective</p>	Identities and Relationships	<p>European colonialization dramatically changed the world, re-shaping identities, perspectives, and systems of power.</p>	<p>Factual: What were pre-colonial societies like? What is colonialism? What were the motivations to colonize?</p> <p>Conceptual: How did European colonialism change the world's political, economic and social systems?</p> <p>Debatable: What might a post-colonial world look like?</p>	ATLs	<p>Diversity and power of Pre-Colonial Societies</p> <p>→ Inca, Iroquois, Lanna Empire, Mansa Musa, Maori/Polynesian</p> <p>Different types of colonization</p> <p>→ Three C's: Christianize, Commercialize, Civilize</p> <p>Legacy of colonization today</p> <p>→ Historiography and OPCVL</p>	<p>Criterion A and B:</p> <ul style="list-style-type: none"> -Pre-colonial societies presentation (C) -Types of colonialism quiz (A) and OPCVL source analysis (D) <p>Criterion B, C and D</p> <ul style="list-style-type: none"> -Annotated Bibliography assessing sources using OPCVL (B and D) -Evaluative essay considering the Legacy of colonialism today

									assessed using Communication (PEEL and Argumentative Essay structure) and Critical Thinking. (A, B, C)
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