

Lucile Erwin Middle School an IB World School

Subject-group overview: Individuals and Societies (Level 1/Grade 6)

Unit Length	30 hours (6 weeks)	25 hours (5 weeks)	20 hours (4 weeks)	40 hours (8 weeks)	35 hours (7 weeks)	25 hours (5 weeks)
Unit Name	Geography Skills	Human Geography	Research Skills	Civics	Early History of the Western Hemisphere	Economics and Financial Literacy
Standard	Standard 2: Geography	Standard 2: Geography	Standard 1: History	Standard 4: Civics	Standard 1: History	Standard 3: Economics
Key Concepts	<p><b>Time, Place and Space</b></p> <p>Time, place and space The intrinsically linked concepts of time, space and place refer to the <b>absolute or relative position</b> of people, objects and ideas. “Time, place and space” focuses on how we <b>construct and use our understanding of location</b> (“where” and “when”).</p> <p>For individuals and societies, time is not simply the measurement of years or time periods but is a continuum of significant events of the past, present and future. Place and space are complex concepts, the definitions of which are fluid. Place is socially constructed and can be explored in terms of constraints and opportunities afforded by location. Places have value and meaning defined by humans.</p> <p><b>Space relates to where and why places and landscapes are located.</b> The concept also includes the social, economic, and political processes that interact through or across space, resulting in patterns and networks arising, such as migration or trade flows. <b>Challenges related to “place and space” can be understood on multiple scales (including local, regional, national and global).</b></p>	<p><b>Systems</b></p> <p>Systems are <b>sets of interacting or interdependent components</b>. Systems provide <b>structure and order</b> in human, natural and built environments. Systems can be static or dynamic, simple or complex.</p> <p>For individuals and societies, systems thinking provide a powerful tool for understanding both natural and human environments, and <b>the role of individuals within them</b>. Social and natural systems rely on a state of equilibrium and are <b>vulnerable to change</b> from internal and external forces.</p>	<p><b>Change</b></p> <p>Change is a conversion, transformation, or movement from one form, state or value to another. <b>Inquiry</b> into the concept of change involves <b>understanding and evaluating causes, processes and consequences</b>.</p> <p>For individuals and societies, the concept of change allows <b>examination of the forces that shape the world</b>: past, present and future. The <b>causes and effects</b> of change can be natural and artificial; intentional and unintentional; positive, negative or neutral. <b>The subject group explores the role of individuals and societies in shaping change.</b></p>	<p><b>Global Interactions</b></p> <p>Global interactions focus on the <b>connections between individuals and communities</b>, as well as their relationships with built and natural environments, from the perspective of the world as a whole.</p> <p>For individuals and societies, global interactions focuses on the interdependence of the larger human community, including the many ways that people come into conflict with and cooperate with each other, and live together in a highly <b>interconnected world to share finite resources</b>.</p>	<p><b>Change</b></p> <p>Change is a conversion, transformation, or movement from one form, state or value to another. <b>Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences</b>.</p> <p>For individuals and societies, the concept of change allows examination of the <b>forces that shape the world</b>: <b>past, present and future</b>. <b>The causes and effects of change can be natural and artificial; intentional and unintentional; positive, negative or neutral</b>. The subject group explores the role of individuals and societies in shaping change.</p>	<p><b>Systems</b></p> <p>Systems are <b>sets of interacting or interdependent components</b>. Systems provide <b>structure and order</b> in human, natural and built environments. Systems can be static or dynamic, simple or complex.</p> <p>For individuals and societies, systems thinking provide a powerful tool for understanding both natural and human environments, and <b>the role of individuals within them</b>. Social and natural systems rely on a state of equilibrium and are <b>vulnerable to change</b> from internal and external forces.</p>
Related Concepts	<p><b>Scale</b></p> <p>Scale represents the proportional relationship between a <b>certain distance on a map and a certain distance on the Earth’s surface</b>. Scale as a related concept looks at the local, regional, national and international/global framework that the subject specific content is applicable to. Use of this related concept emphasizes that challenges, problems and ideas can be analyzed at one of these scales and/or the interrelation among them. There should be recognition that they do not only happen in situ but also have an effect on each other.</p>	<p><b>Culture</b></p> <p>Culture helps shape, define and guide civilizations and individuals and it influences the relationship between them and the environment. Cultures are constituted by learned behaviours and values shared by groups and transmitted through socialization. Geographers study cultural traits of places in terms of language, customs, beliefs, dress, images, music, food and technology.</p> <p><b>Diversity</b></p>	<p><b>Perspective</b></p> <p>Perspective is a concept of a different nature as it is more clearly related to the craft of the discipline. Perspective is the way someone looks at something taking into consideration all of the things that have happened with that thing in the past and the relationship between the viewer and the thing in the past being viewed. For historians, <b>perspective implies a need for understanding different sides of an event</b>.</p>	<p><b>Government</b></p> <p>A group of people that rule/administer a nation, community or unit. It sets and administers public policy and exercises executive, political, and sovereign power through customs, institutions, and laws within a state or units in question. A government can be classified into many types—democracy, republic, monarchy, aristocracy, and dictatorship are just a few. It can also refer to the practice of governing.</p> <p><b>Citizenship</b></p>	<p><b>Perspective</b></p> <p>Perspective is a concept of a different nature as it is more clearly related to the craft of the discipline. Perspective is the way someone looks at something taking into consideration all of the things that have happened with that thing in the past and the relationship between the viewer and the thing in the past being viewed. For historians, perspective implies a need for <b>understanding different sides of an event</b>.</p> <p><b>Civilization</b></p>	<p><b>Choice</b></p> <p>Choice <b>involves making a decision</b> between at least two alternatives, knowing that in selecting one item, we will have to go without the other (e.g. if we buy a camera, we cannot also buy a phone with the same money). Because of scarcity (unlimited needs and wants being met by limited resources) we must make choices about which <b>needs and wants to meet with the resources we have</b>. We break economic choice down into three more specific questions: What products should we make and how much of each product should we produce?</p>

	<p><b>Causality</b> Causality is the relationship between <b>cause and effect</b> and the internal and external factors that influence this relationship. Geographers understand that behind every geographical phenomenon—be it physical or human—there is an outlying “cause” which leads to an “effect”; the consequence(s) of which can either be known or unknown. Causes can be direct or intervening, and they can be internal and external. Geographers study causality not only as fixed and end points of geographical phenomena, but also in the events and actions that occur in between these points. An example of which is the causality of plate tectonics; geographers analyse the cause and effects of plate tectonics, but also plate tectonic sub-themes such as disaster management and P and S waves. Causality in geography is inherently linked with the key concept of “change” and can exist across a wide spectrum of times, places and spaces, another of the individuals and societies key concepts.</p>	Both the human and physical world have differences that intrinsically mesh to create a planet of diversity and a unique world.		Citizenship is the act of being a member of a given geographic level with the rights and duties that are defined by the governance of those geographies. A citizen of a state may have different rights and duties depending on where citizenship resides, and at what level these rights and duties are being recognized or analyzed. Recently, the notion of “global citizenship” has been employed and questioned by several theorists.	<b>Civilization is a concept used to describe forms of social organization that are usually large, complex and have achieved a certain level of urbanization and cultural development.</b> To become a civilization, a society usually undergoes a series of change processes, which lead to social development and organization in the society. Even though the concept of civilization was originally associated with a greater degree of advancement or development of a social organization, this relationship has been questioned by some historians for containing an overt value judgment.	How should we make our products (that is how should we combine our resources to produce goods)? Who should get the products we make (that is based on which criteria, for example wealth or fairness, should products be distributed)?  <b>Power</b>  Power of individuals and of groups can be defined as a capacity to make things happen.  In economics, power is the ability to make choices about what to produce, how to produce it, and who gets the goods that are produced. Power can be more centralized, as in a command economy where economic choices are made by the government, or monopoly/oligopoly situations where economic choices are made by a few large firms. Power can also be decentralized, as in a free market economy where many firms and consumers share power.
Global Context	<p><b>Orientation in time and space</b></p> <p>What is the meaning of “when” and “where”?</p> <p>Students will explore personal histories; homes and journeys; <b>turning points in humankind</b>; discoveries; <b>explorations and migrations of human- kind</b>; the relationships between, and the <b>interconnectedness</b> of, individuals and civilizations, from personal, local and global perspectives.</p> <ul style="list-style-type: none"><li>Natural and human landscape and resources</li><li>Scale, duration, frequency and variability</li></ul>	<p><b>Identities and Relationships</b></p> <p>Who am I? Who are we?</p> <p>Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and <b>cultures</b>; <b>what it means to be human</b>.</p> <ul style="list-style-type: none"><li>Identity formation</li></ul>	<p><b>Personal and Cultural Expression</b></p> <p>What is the nature and purpose of creative expression?</p> <p>Students will explore the ways in which we <b>discover and express ideas</b>, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p> <ul style="list-style-type: none"><li>Critical literacy; analysis and argument</li></ul>	<p><b>Fairness and development</b></p> <p>What are the consequences of our common humanity?</p> <p>Students will explore <b>rights and responsibilities</b>; the relationship between communities; sharing finite resources with other people and with other living things; <b>access to equal opportunities</b>;</p> <ul style="list-style-type: none"><li>Democracy, politics, government and civil society</li></ul>	<p><b>Orientation in time and space</b></p> <p>What is the meaning of “when” and “where”?</p> <p>Students will explore personal histories; homes and journeys; <b>turning points in humankind</b>; discoveries; <b>explorations and migrations of human- kind</b>; the relationships between, and the <b>interconnectedness</b> of individuals and civilizations, from personal, local and global perspectives.</p> <ul style="list-style-type: none"><li>Civilizations and social histories, heritage, pilgrimage, migration, displacement and exchange</li></ul>	<p><b>Globalization and sustainability</b></p> <p>How is everything connected? Students will explore the interconnectedness of human-made systems and communities; the <b>relationship between local and global processes</b>; how local experiences mediate the global; reflect on the opportunities and tensions provided by world- interconnectedness; <b>the impact of decision-making on humankind and the environment</b>.</p> <ul style="list-style-type: none"><li>Markets, commodities and commercialization</li></ul>
Criterion objectives/strand assessment task	<p><b>Criterion:</b></p> <p>A. Knowing and Understanding (i)- use vocabulary in context</p> <p>B. Investigating (iii)- collect and record relevant information.</p> <p><b>Summative:</b> Mapping the Classroom: Students will collect and record measurements of the classroom and its objects. They will then create a scaled map of the</p>	<p><b>Criterion:</b></p> <p><b>A. Knowing and Understanding (ii)</b>-demonstrate knowledge and understanding</p> <p><b>C. Communicating</b> (i)- explain the choice of a research question</p> <p><b>D. Thinking Critically</b> (i)- identify the main points (ii)- use information to give an opinion (iv)- identify different views and their implications</p>	<p><b>Criterion:</b></p> <p><b>B : Investigating</b> i. explain the choice of a research question ii. follow an action plan to explore a research question iii. collect and record relevant information consistent with the research question iv. reflect on the process and results of the investigation.</p> <p><b>D : Thinking Critically</b> iii. identify and analyse a range of sources/data in terms of origin and purpose</p>	<p><b>Criterion:</b></p> <p>A: Knowing and Understanding ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.</p> <p>C: Communicating i. communicate information and ideas with clarity ii. organize information and ideas effectively for the task</p> <p><b>Summative:</b></p>	<p><b>Criterion:</b></p> <p>A. Knowing and Understanding (i)- use vocabulary in context B. Investigating (iii)- use research methods to collect and record appropriate, varied and relevant information.</p>	<p><b>Criterion:</b></p> <p><b>A. Knowing and Understanding (ii)</b>- demonstrate knowledge and understanding</p> <p><b>C. Communicating (ii &amp; iii)</b>-ii. organize information and ideas. <b>iii</b>-list sources of information</p> <p><b>D. Thinking Critically (iii)</b>- identify and analyze a range of sources/data</p> <p><b>Summative:</b> <b>Economics Budget Project Simulation</b></p>

	<p>classroom, including important features of a map.</p> <p>By completing this assessment, students will demonstrate their A. Knowing and Understanding of basic geography skills. This will also assess B. Investigating by having students collect and record data. They will demonstrate D. Thinking Critically by analysing their data to correctly scale their maps</p>	<p><b>Summative:</b> <b>Place Brochure Project</b></p> <p>-Students will select a location in the Western Hemisphere that they will ‘advertize’. They will research and describe the climate, attractions, population, and culture of that location. Then they will synthesize the information about that city and include a paragraph in their brochure that explains how things are connected and affected by each other.</p>	<p>iv. identify different views and their implications.</p> <p><b>Summative:</b> <b>Sultana Documentary CER:</b> Students will watch a documentary concerning the sinking of the steamship Sultana where they will be given a set of possible explanations as to what sunk the ship and they have to decide which one they will claim as the reason it sank. Students will be provided multiple graphic organizers and a range of differentiation to meet their needs.</p>	<p><b>United States Bill of Rights vs. Mexican Constitution, Compare and Contrast Essay:</b> Students will close read the U.S. Bill of Rights and compare that to a close read collection of Amendments found in the Mexican Constitution. Students will mainly look for similarities. ESS and most ELL students will be given an outline that provides them with sentence stems and guiding structure to only explore similarities between the two documents. GT and those looking for an extension will be given a bare bones outline that asks for similarities as well as differences.</p>		<p>-Testing over the IB Criteria (A,C,D)...students will be given a job, salary and financial responsibilities over the course of two weeks. Students will need to show proficiency in budgeting and saving money as if they were in the “real-world” and had financial responsibilities. Students will demonstrate Criteria A, as students need to have a basic understanding of economic concepts. Students will communicate their ideas in an organized fashion, showing they can keep a budget. Students will demonstrate thinking critically by making decisions based on their “job.” Students will need to be resourceful and use a variety of data/sources to make sound economic choices. At the end of the simulation, students will write a reflection piece about what they have learned about saving and why it is important to budget money and wisely make financial decisions.</p>
ATL Skill	<p>Communication</p> <p>Social Thinking</p>	<p>Social Thinking</p>	<p>Research Communication</p>	<p>Thinking Research</p>	<p>Thinking Communication</p>	<p>Self-Management Thinking</p>