UWC THAILAND

Course Overviews MYP Individuals and Societies, UWC Thailand 2025-2026

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/11rF2ucc9dqTX7Z-JSGInK9EzbOAj6E7hbEdTpjltWMo/edit

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 **Change Over Time**	Change Systems	Personal & Cultural Expression	Natural processes and human activities interact across time, resulting in change to natural places.	**Factual:** How do landscapes including mountains and rivers form? What different types of maps are there? **Conceptual:** How do human activities impact landscapes over time? How are the human and natural worlds interconnected? **Debatable:** Can we always trust maps?	**Communication** Reading, writing and using language to gather and communicate information	**Mapping Skills & Geography Tools** - Learn to read different types of maps (global, regional, local), understand longitude and latitude, create cross-section maps, and use BOLTSS (Border, Orientation, Legend, Title, Scale, Source) mapping conventions. **Types of Landscapes** - Identify and describe the main landscape types including coastal, desert (arid), riverine (river), mountain, and karst landscapes, plus understand how each forms through different natural processes **Geomorphology Basics** - Understand that geomorphology is the study of landforms and landscapes, and learn how natural processes shape the Earth's surface over long periods of time **Weathering, Erosion & Deposition** - Learn the three main surface processes: weathering (breaking down rocks), erosion (moving broken material), and deposition (dropping material in new locations) **Case Study Analysis** - Develop skills in analyzing real places like Uluru, the Ganges River, and coastal erosion in Phuket to understand how natural processes and human activities interact **Visual Communication Skills** - Create annotated sketches, visual displays, and diagrams to communicate geographic information clearly using proper labels, subheadings, and geographic vocabulary	**Living Landforms Annotated Visual Display** Select a famous landform and prepare a visual display including a map, photographs and annotations. • **CRITERIA A** • **CRITERIA C**
6	Unit 2 **Thinking Like a Historian** *Connect to ELL - Historical Fiction*	Time, Place and Space Significance	Orientation in Space and Time	Historical sources reveal the significance of past events and people that continue to influence our lives today.	**Factual:** What types of sources can we use as historians? 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 historical sources?	**Research skills** - Information Literacy, media literacy, ethical use	**Historical Sources & Evidence** — Learn to identify and distinguish between primary sources (firsthand accounts and artefacts) and secondary sources (retellings and interpretations), and understand what each type of source can and cannot tell us about the past. **Source Analysis & Reliability** — Develop skills in critically evaluating historical sources by asking who created them, why, and what might be missing or biased, including practice with the OPVL (Origin, Purpose, Value, Limitation) framework. **Historical Significance** — Understand what makes a person, event, or place historically significant, and practise applying this concept to real historical case studies including the Tollund Man mystery, the 1947 Partition of India and Pakistan, Shogunate Japan, and Ancient Egypt. **Research & Citation Skills** — Build independent research skills by finding, comparing, and organising reliable sources, creating a bibliography using MyBIB, and understanding academic integrity including how to avoid plagiarism and cite sources correctly. **Written Communication** — Practise structuring clear, well-organised historical paragraphs and research reports that communicate ideas precisely, use relevant historical vocabulary, and reference sources in a way that follows proper citation conventions.	**Historical Investigation of a Significant Event** Using your knowledge of primary and secondary sources, investigate and write a paragraph summarizing the event. Then, evaluate 1 source using the OPVL method. • **CRITERIA B** • **CRITERIA C** • **CRITERIA D**
6	Unit 3 DocuMantaRay **IDU -** I&S, PEAK, DT, Music	Communication Sustainability 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 in order for us to act?	**Self-management skills** - time management, goal setting, resilience, managing self	**Narrowing Your Topic —** Learn to focus a broad area of interest into a specific, researchable inquiry question by identifying what is relevant to your documentary topic and setting aside unrelated issues, using tools like concentric circles to visualise your focus. **Research Skills & Note-Taking —** Develop the ability to gather information from a variety of local, regional, and global sources, record key facts and statistics effectively, and organise findings using a structured research template that supports documentary planning. **Summarising & Paraphrasing —** Practise condensing longer texts into clear, concise summaries using your own words, focusing only on main ideas, and applying the SUM framework (Shorter than the text, Use your own words, Main ideas only) across a range of practice passages. **Bibliography & Academic Integrity —** Understand why crediting sources matters and how to avoid plagiarism by building a correctly formatted MyBIB bibliography in MLA style, ensuring every source used in your documentary research is properly cited and presented in alphabetical order. **Expository Writing & Call to Action —** Learn to write persuasively and informatively by structuring a documentary script that introduces a community issue, supports arguments with researched evidence, and ends with a compelling call to action that motivates your audience to respond.	**Script and Call to Action** It is where you will plan your narration and storyline of the Documantaray. • **CRITERIA A** **Research Reflection Vlog** Make an audio-visual recording of yourself reflecting on your research process using the prompts below. • **CRITERIA B** • **CRITERIA D**
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? **Debatable:** Does aid work? Is equity possible?	**Thinking skills -** critical thinking, perspectives analysis, retrieval practice	**What is Poverty?** — Explore the difference between absolute and relative poverty, examine the five dimensions of poverty beyond just income, and analyse real-world images to connect what poverty looks like in practice to the unit's statement of inquiry about fairness and access to resources. **Measuring Development** — Learn how economists and the United Nations classify countries using the LEDC/MEDC framework and the Human Development Index, understanding what the three pillars of HDI measure, how scores are read and compared, and why HDI gives a fuller picture of a country's development than income alone. **Aid, NGOs & Development —** Understand the different types of foreign aid and the role of non-governmental organisations in addressing poverty, evaluate which forms of aid are most effective using real data from the Gapminder tool, and begin forming your own view on the debatable question: does aid actually work?	**Poverty and Development Retrieval Practice (Test)** • **CRITERIA A** • **CRITERIA D**
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						developed in this unit		
7	Unit 1 Cultures & Beliefs	Culture Identity Beliefs	Personal and Cultural Expression	Belief systems provide guidance to people in different ways and can shape 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?	Research skills Information Literacy skills	**Religious Site Trip —** Visit four religious sites around Phuket, completing structured observation tasks at each location to connect real-world examples of belief and practice to the unit's inquiry questions about culture and identity. **7 Elements of Culture —** Learn to identify and analyse the seven key elements through which culture is expressed: social organisations, customs and traditions, language, arts and literature, religion, forms of government, and economic systems. **Culture Through Its Elements —** Explore how each of the seven elements functions as a vehicle for cultural expression, and practise applying this framework to real cultural examples from Thailand and beyond. **Features of a Religion —** Identify the common features shared across major world religions, including beliefs, sacred texts, rituals, symbols, and community practices, as a foundation for comparative religious study. **How to Write a Good Research Question —** Review and practise the skills needed to develop a focused, researchable inquiry question that will guide independent investigation into a chosen world religion.	**Magazine Article** Research and present a '7 Dimensions of Religion' project - magazine article. • **CRITERIA A** • **CRITERIA B** • **CRITERIA D**
7	Unit 2 Imagining 2040: Building Sustainable Futures	Systems Resources Sustainability	Globalisation and Sustainability	What creative and community-based solutions are needed to create a fair and sustainable future for all by 2040?	**Factual:** • What is climate and climate change? • What technologies currently exist to help us address climate change? **Conceptual:** • What impacts have humans had on different environments? • How can governments support technological solutions and ideas to shared challenges? • What are the barriers to implementing logical solutions to climate change? **Debatable:** • Should humans protect natural environments at all costs? • Can we build a fair and sustainable future for all by 2040?	**Focus:** Critical Thinking- perspective mapping Communication- oral presentation	**Earth's Climate System —** Explore the three main components of Earth's climate system — the atmosphere, biosphere, and hydrosphere — and understand how they interact to regulate global temperatures and weather patterns. **Climate Change: Causes, Evidence, and Effects —** Examine the human and natural causes of climate change, evaluate the scientific evidence, and analyse how its effects are felt differently across communities around the world. **2040 Documentary —** View and critically analyse the 2040 documentary using guided questions, evaluating the filmmaker's perspective, the solutions presented, and the assumptions underlying the vision of a sustainable future. **Climate Solutions: —** Investigate renewable energy technologies such as solar micro-grids and other clean energy systems, evaluating their potential to reduce carbon emissions and expand access to electricity. **Stakeholder Perspective Mapping —** Map out how different groups — including farmers, fishers, urban commuters, activists, and business owners — are affected by and respond to proposed climate solutions, developing skills in empathy and multi-perspective analysis. **Thailand-Specific Context —** Investigate how climate change is affecting communities in Southern Thailand, including impacts on coastal ecosystems, fishing industries, and agriculture, connecting global patterns to local realities.	**Debate Presentation** Thailand Climate Parliament roleplay debate • **CRITERIA C** • **CRITERIA D**
7	Unit 3 The Age of Exploration	Global Interactions Causality Power	Orientation in Space and Time	Exploration driven by power and trade can cause lasting change to the people and places involved, with consequences that are often unequal.	**Factual**: • What were the goals of European explorers during the Age of Exploration? • What was the Columbian Exchange? **Conceptual**: • Why did exploration lead to such unequal consequences for different groups of people? • How did the Columbian Exchange change societies on both sides of the Atlantic? **Debatable**: • Does exploration lead to exploitation?	Research Skills	**European Motivations for Exploration —** Examine why European nations pursued overseas exploration during the 15th–17th centuries, including the search for new trade routes, competition for wealth and territory, and the ambitions of key rulers and merchants. **Key Explorers and Voyages —** Study the voyages of Columbus, Vasco da Gama, Magellan, and Hernán Cortés, understanding their routes, goals, and the immediate consequences of their expeditions for both Europe and the peoples they encountered. **The Columbian Exchange —** Analyse the transfer of plants, animals, diseases, and ideas between the Old World and the New World, understanding how this exchange fundamentally altered ecosystems, diets, and economies on both sides of the Atlantic. **Impact on Indigenous Populations —** Investigate the devastating demographic collapse experienced by Indigenous populations following European contact, particularly through the spread of disease, and evaluate the long-term consequences for Indigenous societies. **Consequences of Exploration —** Evaluate the long-term consequences of the Age of Exploration, considering who benefited and who suffered, and reflecting on the lasting legacy of this period for the modern world.	**Test** In-class content test and/or In-Class Written Response (50 min, based on research) • **CRITERIA A** **Research Essay** Research Portfolio (student-chosen research question, action plan, source collection, evaluation); • **CRITERIA B** • **CRITERIA C** • **CRITERIA D**
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	**Ideas and Innovations from History —** Explore a range of significant ideas and innovations from across human history, identifying patterns in how and why transformative ideas emerge and spread through societies. **Technological Revolutions — E**xamine how major technological revolutions — including the Agricultural, Industrial, and Digital Revolutions — changed the way people lived, worked, and organised their societies, and assess who benefited and who was left behind. **The Renaissance and the Enlightenment —** Investigate the key ideas, figures, and innovations of these two transformative periods, exploring how new ways of thinking about science, art, politics, and the individual reshaped European and global society. **Independent Investigation —** Conduct a focused investigation into a chosen innovation or solution, and create a model or video that explains how it works and evaluates its significance and impact on individuals and societies.	**Video Research Project** Video on technology that changed the world • **CRITERIA C** • **CRITERIA D**
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8	Unit 1 Water is life (Interdisciplinary unit with Science)	Environment Change	Globalisation and Sustainability	Knowledge, gained by data analysis, and a voice for change allows us to make a stand for environmental improvement.	Factual: How do rivers support life? 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	Labeling and captioning maps Features of a river system Human habitation on rivers (historically - neolithic revolution, consider Asia - Mekong Delta/ China/ Ancient Egypt) The impact of humans on water Do rivers have rights? The water crisis and the UN Sustainable 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	Crit A - Test on Features of River Crit B,C,D River Case Study Poster/ Rights of River
8	Unit 2 How are Societies Governed?	Systems Ideology Government	Fairness and development: Authority	The governance of societies is organized by different systems that are used to distribute power and resources affecting fairness and development.	**Factual:** What are different systems of government? How does democracy work? What are the freest countries in the world? How is this measured? **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? Is democracy the best system of government?	Research Skills	-Different systems of governance that are used to run societies -Case studies of countries that use monarchy, democracy and dictatorship -Modern measurement of freedom -Deeper dive into democracy, parts of a democratic system, democracy role play Research: 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.	Formative: Investigation into your choice of political system (focus on a specific country) - Crit B,C Summative: Test - different systems and their features, paragraph question with evaluation of most effective systems - Crit A; D Summative: research and presentation on totalitarian state- Crit B, C
8	Unit 3 Revolutions	Change	Orientation in Space and Time	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 is communism? What are the different types of revolutions? **Conceptual**: What factors determine the significance of an event? What role does propaganda play in revolutions? **Debatable**: Do revolutions always lead to progress?	Communication Skills -paraphrasing -essay structuring	-Overview of Revolution - introduction to concepts - causes; processes; consequences -Key terms: social; technological; economic; political -Russian Revolution historical study (Connect to ELL Animal Farm Study) -Propaganda -Source Analysis -Case studies of revolutions throughout history -Political Cartoons (A range - link with ELL - analysis) -Do revolutions always lead to progress?	**Summative:** Comparative essay, comparing two revolutions Criterion A, D
Unit 4 8	Unit 4 Crossroads: Phuket's Story of Transformation.	**Global interactions**	Trade; Culture	How has trade across the Andaman Sea shaped Phuket's cultural identity today?	**Factual:** - What are the key turning points in Phuket's cultural history? - What key landmarks or locations show Phuket's cultural history? **Conceptual:** - What stories do objects tell about the people who made, traded, or used them? - How does cultural identity evolve when communities become crossroads for trade? **Debatable:** - Should Phuket prioritize preserving its historical identity over embracing the tourist trade? - Whose stories are missing from Phuket's recorded histories?	Thinking Skills	- Personal Migration Map - Primary source focus - Trade Concepts through Simulation - Visible Thinking Routines of Maps, Historical Migration patterns and Phuket's cultural sites and demographics - Formative: Source Placemat (Including a focus on contested uses of space) - Museum Visit and Selecting Sources - Creating and Delivering Presentations (Photo Essay).	**Photo Essay** In this project, you will create a photo essay that tells a visual story about Phuket's connections to the past and present. • **CRITERIA A** • **CRITERIA B** • **CRITERIA C**
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9	Unit 1 Population and Migration	Change --- Global Interaction Causality Resources	Orientation in Space and Time	Population change drives (and is driven by) social and environmental change, and we must take action to ensure equity.	**Factual:** What factors influence population change? What are the major patterns of migration around the world today? **Conceptual:** How are population change and social change connected? How do different perspectives shape our understanding of migration? **Debatable:** Does migration create more benefits or more challenges for societies? Is unequal access to resources a bigger issue than population growth itself?	Communication Critical Thinking	**Population Change & Demographic Trends**: Explore how and why populations change over time using demographic indicators such as birth rate, death rate, infant mortality rate, life expectancy, and natural increase. Analyze patterns of global population growth and change. **Migration Concepts & Terminology**: Develop an understanding of migration and its role in shaping societies. Learn key migration terminology including migrant, immigrant, emigrant, refugee, asylum seeker, and internally displaced person. **Causes of Migration**: Investigate the push and pull factors that influence human movement, using case studies and personal migration stories to examine why people choose or are forced to migrate. **Population Movement & Equity:** Examine how migration affects individuals, communities, and countries through social, economic, political, and environmental lenses, with a focus on equity and access to opportunities. **Megacities & Population Challenges**: Analyze population-related issues in rapidly growing urban areas through case studies, considering both the opportunities and challenges associated with population change. **Perspectives & Representation**: Critically evaluate how migration and population issues are portrayed in media and society, drawing on concepts such as Chimamanda Ngozi Adichie's The Danger of a Single Story to explore multiple perspectives. **Communication Skills**: Develop skills in data interpretation, infographic design, thesis statement writing, and argumentative essay writing to communicate evidence-based conclusions about migration and population change.	**Formative:** • **Infographic** - population change country case study • **Podcast -** life in a megacity • Current events connections **Summative Essay**: Population, Migration, and Equity in a Changing World • CRITERION A • CRITERION C • CRITERION D
9	Unit 2 Seeing Society	Systems --- Culture Perspective	Identity and Relationships	Our understanding of identity and relationships depends on the cultural systems and perspectives through which we view society.	**Factual:** What is sociology? What social groups and institutions influence our lives? **Conceptual:** How does society shape individual behavior? How can everyday experiences reveal larger social patterns? How do sociologists see the world differently from others? **Debatable:** Are our choices mostly shaped by society or by individual free will? To what extent should social norms influence how people behave?	Social, Research	**Introduction to Sociology**: Explore sociology as the study of society, social relationships, and human behavior, and examine how the discipline emerged to help explain social change. **Individuals, Society & Social Influences**: Investigate how people are shaped by the different environments around them using Bronfenbrenner's bioecological systems theory, from family and peers to broader social and cultural systems. **Sociological Perspectives**: Learn how sociologists interpret society through different theoretical lenses, including Functionalism, Conflict Theory, and Symbolic Interactionism. **Culture & Social Norms**: Examine the elements of culture, including values, beliefs, norms, sanctions, and social control, and explore how these influence behavior and maintain social order. **Symbols, Language & Meaning:** Analyze how symbols and language help people communicate, create shared meanings, and develop cultural identities. **Popular Culture, Subcultures & Cultural Change**: Investigate how cultures evolve over time and how popular culture and subcultures reflect, challenge, and shape societal values. **Research & Communication Skills**: Develop research, analysis, and presentation skills through a Pecha Kucha-style investigation of a sociological topic, using evidence and visual communication to explain social patterns and perspectives.	Formative • Sociological Perspective Metaphors • Culture Presentations • Current events connections Summative • Criterion A Quiz • Culture Pecha Kucha Presentation • CRITERION A • CRITERION B • CRITERION C • CRITERION D
9	Unit 3 Conflict and Cooperation	Global Interaction --- Perspective, Power	Fairness and Development	Power and global interaction makes conflict inevitable, but peace is possible through a change in perspective and cooperation.	**Factual** - What are the different types of conflict and war? What were the key events that led to the outbreak of the First and Second World Wars? **Conceptual** - Why do conflicts develop between groups, societies, and nations? Why is a lasting peace difficult to achieve and maintain? **Debatable** - To what extent can war be prevented through cooperation? Is lasting peace ever possible?	Research, Thinking	**Conflict & Cooperation:** Explore the nature of conflict and cooperation at personal, group, national, and international levels, recognizing that conflict can be both violent and non-violent. **Types of Conflict & Warfare:** Identify and classify different forms of conflict, including intrapersonal, interpersonal, intragroup, intergroup, interstate, and intrastate conflict, as well as different types of warfare such as civil, guerrilla, proxy, colonial, and world wars. **Causes of Conflict:** Investigate the political, economic, social, and ideological factors that contribute to conflict, including nationalism, territorial disputes, discrimination, imperialism, religious differences, competition for resources, and historical grievances**.** **World War I Case Study:** Examine the causes, major events, and impacts of the First World War, evaluating the roles of militarism, alliances, imperialism, and nationalism in the outbreak of conflict. **Historical Perspectives & Source Analysis:** Analyze historical sources and interpretations to understand why historians may hold different perspectives on the causes, conduct, and consequences of conflict. **Peacebuilding & International Cooperation:** Explore how peace is negotiated and maintained through diplomacy, treaties, peacekeeping, and peacemaking efforts, including an examination of the Treaty of Versailles.. **Comparative Conflict Analysis:** Investigate twentieth-century conflicts beyond the World Wars, identifying patterns in causes, methods of warfare, and approaches to peacebuilding across different contexts. **Research, Communication & Thinking Skills:** Develop research, source analysis, comparative thinking, and communication skills through case studies and a summative assessment evaluating the relationship between war, peace, and conflict resolution.	**Formative** • Mini research task: war in the 20th century • Theaters of War presentation • Current events connections **Summative** • Criterion A Quiz- key terms, definitions and concepts • Conflict & Peace Comparative Analysis • CRITERION A • CRITERION B • CRITERION C • CRITERION D
9	Unit 4 Human Rights	Systems --- Equity Identity	Fairness & Development Exploration: Rights	Human rights provide a universal framework for dignity and equality, but protecting those rights requires action from individuals, governments, and organizations.	**Factual**: What are human rights and where do they come from? Who is responsible for protecting human rights? **Conceptual**: How are human rights affected by migration, conflict, and social structures? How are discrimination and inequality connected to human rights?	Self-management (organization) and Creative Thinking	**The United Nations & the Origins of the Universal Declaration of Human Rights:** Explore the creation of the United Nations following World War II, the reasons for establishing international cooperation, and the development of the Universal Declaration of Human Rights (UDHR). Examine the role of the UN and its agencies in promoting peace, security, development, and human rights. **Foundations of Modern Human Rights:** Investigate the concept of human rights, including the principles of universality, dignity, and equality, and examine the rights outlined in the UDHR.	**Formative** • Human Rights Advocate • Human Rights Dance • Debate • Current Events

					Debatable: Are human rights truly universal? Is protecting human rights primarily the responsibility of governments or individuals?		**Types of Rights & Responsibilities:** Examine civil, political, social, cultural, and economic rights, including the distinction between positive and negative rights and the responsibilities associated with protecting them. **Human Rights, Equality & Discrimination:** Investigate how prejudice, discrimination, inequality, and social structures can affect the enjoyment of human rights and opportunities within societies. **Human Rights in Migration & Conflict:** Explore the challenges faced by migrants, refugees, and displaced people, as well as the protection of human rights during conflict and peacebuilding efforts. **Human Rights Advocacy & Social Change:** Examine the contributions of human rights advocates, governments, non-governmental organizations, and international institutions in promoting and protecting rights around the world. **Contemporary Human Rights Issues:** Analyze current human rights challenges and debates, evaluating different perspectives and considering the effectiveness of responses at local, national, and international levels. **Research, Communication & Critical Thinking Skills:** Develop research, source analysis, discussion, debate, and report-writing skills through investigations of human rights issues, advocates, and case studies	**Summative** • Human Rights Report • CRITERION A • CRITERION B • CRITERION C • CRITERION D
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10	Unit 1 Production and Exchange	Systems Resource and Choice	Fairness and Development -power and privilege	Our economic system is characterized by the choices we make about how to manage and distribute scarce resources.	**Factual -** What is the Circular Economic flow? **Conceptual -** How do societies decide what to produce, for whom to produce and how to produce? **Debatable -** To what extent should governments manage the distribution of scarce goods and services?	Communication Self Management Thinking	Foundations of Economics • What economics is, and the problem of scarcity • Opportunity cost and factors of production • Circular flow of money and goods Types of Economies • Traditional, market, command, and mixed economies • Market structures and trade (globalization, tariffs, comparative advantage) Economic Indicators • GDP and how we measure the economy • Inflation and deflation • Production and Firms • What firms do and how they produce (capital vs. labor intensive) Market Dynamics • Supply and demand • Taxes and government intervention (subsidies, regulation, externalities) Money and Finance • History and purpose of money • Credit, interest rates, and how they affect spending Advanced and Applied Economics • Sustainability and externalities revisited • Applying globalization and trade concepts to real-world issues	**Formative Criterion A** Summative written exam on economics topics **Summative Criterion A and C** Panel Discussion On Economics
10	Unit 2 Business in a Complex World- Selling without Selling Out	Systems, Identity, Power	Globalization and sustainability: Markets, Ethics	The power to influence others can shape what people desire and believe; ethical business challenges us to use that power responsibly to serve both freedom and wellbeing.	**Factual** What is marketing, and how has it changed over time? What psychological principles and persuasive techniques do businesses use to influence consumers? What are the key elements of a business model, and how do companies measure success (e.g., ROI, value proposition)? How do social enterprises differ from traditional businesses in structure and purpose? How have governments and political systems used marketing or propaganda to shape public opinion? **Conceptual**	Communication I. Communication skills Exchanging thoughts, messages and information effectively through interaction Use a variety of speaking techniques to communicate with a variety of audiences Use a variety of media to communicate with a range of audiences Thinking VIII. Critical thinking skills	The unit begins by investigating how marketing and psychology shape consumer desire. Students view excerpts from The Century of the Self and analyze real advertisements to identify emotional appeals and cognitive biases used to influence behavior. They complete an Ad Analysis as a formative assessment to uncover the psychological mechanisms and ethical implications of persuasion. Next, students explore business fundamentals and ethical decision-making. Through case studies and mini-lessons, they examine the structure of business models, the relationship between profit and purpose, and how companies balance financial and social goals. They compare examples such as Patagonia and Shein to evaluate ethical and unethical approaches within global systems of production and marketing. In the following phase, students shift from analysis to communication. They learn persuasive speaking and storytelling techniques to support their upcoming Dragons' Den presentations in PEAK class. They deconstruct strong and weak pitch examples, practice concise delivery, and reflect on the ethical use of persuasive power. After the Dragons' Den presentations, students revisit research skills—formulating inquiry questions, finding and evaluating sources, and citing appropriately. They then begin their summative project:	**Criterion B, C and D** Research project and video on ethical vs unethical business practices (task sheet here)

					How do marketing, psychology, and business systems shape the way people understand themselves and their desires? How can persuasion shape beliefs, behavior, and democracy itself? How do culture and identity influence what people value and buy? How can businesses balance profit with ethical responsibility? What responsibilities come with the power to influence others? **Debatable** Is modern freedom real if our desires are designed for us? Can marketing ever truly be ethical? Does social entrepreneurship genuinely change the system, or just make consumerism feel better? Should profit ever come before people or the planet?	Analysing and evaluating issues and ideas Gather and organize relevant information to formulate an argument Recognise unstated assumptions and bias	creating an individual video comparing one ethical and one unethical business case. Through drafting, feedback, and production workshops, students apply their understanding of psychology, ethics, and communication to evaluate how influence can be used for manipulation or for social good. The unit concludes with reflection on how these insights can guide their own entrepreneurial projects during the Festival of Light.	
10	Unit 3 Disaster Management (IDU linked to Science)	KC: Systems RCs: Perspective, Interactions	Globalisation and Sustainability Exploration: infrastructure and strategy	The interplay of environmental processes, human perspectives, and strategic infrastructure management shapes the systemic causes and consequences of natural disasters.	Factual Interdisciplinary What are some lesser known natural disasters? Factual Sciences: Sciences How does climate change influence natural disasters? Factual Individuals and societies: Individuals and Societies What are cognitive biases? Conceptual Individuals and societies: Individuals and Societies How does human psychology affect disaster preparedness and response? Conceptual Interdisciplinary How do scientific solutions for disasters interact with societal patterns? Factual Sciences: Sciences What are the underlying causes of man-made climate change? Debatable Interdisciplinary Can technical and scientific solutions alone solve disaster issues? What responsibilities come with the power to influence others? Debatable Is modern freedom real if our desires are designed for us? Can marketing ever truly be ethical? Does social entrepreneurship genuinely change the system, or just make consumerism feel better? Should profit ever come before people or the planet?	Communication Research: VI. Information Literacy Skills VIII Critical Thinking Skills IX Creative Thinking Skills	-Lesser known disasters (Carrington event, meteor strike, mega volcano) -Fukushima disaster- documentary -Multiple intelligences in disaster response -"How the bad times bring out the best in people" (slides for above) Fritz paper on disaster studies Geoengineering Environmental Value Systems **Skills** -in text citation -video production	**<u>Subject Specific Assessment:</u>** **<u>Criterion A & D</u>** Students to take part in a group project where they interpret and demonstrate understanding of one of the foundational papers in disaster studies. Assessment is based on group work products and an individual report produced afterwards. **<u>IDU Assessment</u>** Criterion A- Analyzing Disciplinary Knowledge (written) Criterion B- producing an interdisciplinary product, in this case a video that synthesizes scientific and societal perspectives on disaster response Criterion C- reflecting on the growth of our interdisciplinary understanding (written)

10	Unit 4 Evolution of Worldviews	Change Perspective	Identities and Relationships .	Why do different groups of people see the world so differently — and what do we risk when we try to understand why?	F1. What are the major value systems in Spiral Dynamics, and what does each prize and punish? F2. Under what historical conditions did each value system emerge? C1. How do value systems emerge from — and reshape — the conditions around them, at both the level of a society and an individual life? C2. How does a conceptual lens change what we see, and what does it hide? D1. Can we judge one value system as better than another — or only as "fitted" or "mismatched" to a moment? D2. Is Spiral Dynamics more revealing or more limiting as a tool for understanding culture?	Communication and Critical Thinking	Knowledge ● The Spiral Dynamics vMeme framework — a co-evolutionary sequence of value systems, not a moral ladder ● Purple → Green in depth (conditions, what each prizes/punishes); Yellow named, Turquoise mentioned ● How value systems emerge from the strains of the one before ● Value system vs. ideology ● What a conceptual lens reveals and hides Skills ● Apply SD to a cultural text or issue (and spot where it strains) ● Build evidence-based claims using the model and sources ● Conduct digital ethnography from primary sources ● Document sources (MLA/APA) ● Reflect on one's own values	**<u>Criterion C/D</u>** Using Spiral Dyanmics Presentation- Students choose a topic of their own interest to do a spiral dynamics analysis, determining which vMemes are present