

MYP Year: 3

Subject Group: Individuals and Societies

Unit Title	Key Concept (1)	Related Concepts (2)	Global Context (1)	Statement of Inquiry (1 + 2 + 1)	MYP subject-group objective(s)	Content (topics, knowledge, skills)
Revolutionary Era	Change	Growth Ideology	Orientation in Space and Time	Changes in growth and ideology affect orientation in space and time.	Criterion A: Knowing and Understanding i ii Criterion B: Investigating i ii iii iv	French and Indian War Tensions with Britain Stamp Act Boston Tea Party Revolutionary War Declaring Independence Winning independence Role of Women/African Americans/ Native Americans/ Spanish Analyze maps Analyze charts Analyze political cartoons Acquire terminology Summarize significance of events Infer information from drawings, engravings, and paintings Make predictions Understand new terminology Analyze primary sources Identify supporting details Analyze data Identify central key concepts Hypothesize Summarize material Explain causes and effects Treaty of Versailles Effects Earliest

						settlers & how they lived Native Americans in WA State
	<p>ATL Skills Category: Thinking Cluster: Critical thinking skills Analysing and evaluating issues and ideas Skill Indicators: Gather and organize relevant information to formulate an argument Interpret data Recognize unstated assumptions and bias Draw reasonable conclusions and generalizations Revise understanding based on new information and evidence Category: Research: Cluster:Media Literacy Skills: (Interacting with media to use and create ideas and information) Skill Indicators: Locate, organize, analyse, evaluate and ethically use information from a variety of sources and media (including digital social media and online networks) Demonstrate awareness of media interpretations of events and ideas (including digital and social media) Compare, contrast and draw connections among (multi) media resources</p>					
Forming a Government	Systems	Government Rights	Personal and Cultural Expression	Governments should have only the powers granted by its citizens in order to be effective.	Criterion C: Communicating i ii iii Criterion D: Thinking Critically i ii iii iv	Articles of Confederation Land Ordinance of 1785 Great Compromise Constitution ratified Ideas that influenced the Constitution Federalists/ Antifederalists/ Bill of Rights Preamble, Articles/ Amendments Branches of government Separation of Powers Checks & Balances Electoral College

						Amendment Process Citizens rights and Responsibilities Analyze maps. Information, Charts, Data, Political Cartoons and Primary Sources Read a Venn diagram Acquire new terminology Identify key components of the Constitution Identify rights and responsibilities of citizens Governments in Washington Federal WA State Constitution How a bill becomes a law Direct legislation Role of elected officials Judicial System County Governments Municipal governments
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ATL Skills

Category:

Social

Cluster:

Collaboration skills (Working effectively with others)

Skill Indicators:

- Listen actively to other perspectives and ideas
- Negotiate effectively Encourage others to contribute
- Exercise leadership and take on a variety of roles within groups
- Give and receive meaningful feedback
- Build consensus

Category:

	<p>Thinking Cluster: Transfer skills (Using skills and knowledge in multiple contexts) Apply skills and knowledge in unfamiliar situations Inquire in different context to gain a different perspective Use effective learning strategies in subject groups and disciplines Compare conceptual understanding across multiple subject groups and disciplines Make connections between subject groups and disciplines</p>					
Sectionalism and Civil War	Change	Causality (cause and consequence) Perspective	Identities and Relationships	Different ideologies and perspectives can cause significant changes in relationships between individuals and groups.	Criterion A: Knowing and Understanding i ii Criterion B: Investigating i ii iii iv	Course of War Emancipation Proclamation African Americans fight Challenges for both sides Contributions of women to war effort War's end/Battle of Gettysburg Gettysburg Address Surrender at Appomattox Major turning point in U.S. History Analyze primary source documents (Slave Narratives, Gettysburg Address) Analyze maps, data, paintings, Information,

						graphs political cartoons Make inferences Predict consequences Compare and Contrast Hypothesize Evaluate impact of Supreme Court Decisions Acquire new terminology Fur traders Settlers & Settlements Missionaries Missouri Compromise Compromise of 1850 Slavery Expansion Dred Scott Case John Brown's raid and impact Lincoln's election Secession Division and outbreak of war Strengths and Weaknesses of each side
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ATL Skills

Category: Self Management

Cluster: Organization skills: (Managing time and tasks effectively)

Skill Indicators: Plan short and long term assignments: meet deadlines

Create plans to prepare for summative assessments (examinations and performances) Keep and use a weekly planner for assignments

Bring the necessary equipment and supplies to class

Select and use technology effectively and productively

Use appropriate strategies for organizing complex information

Category:

Research

Cluster:

Information literacy skills

Skill Indicators:

	Identify primary and secondary sources Understand and implement intellectual property rights Evaluate and select information sources and digital tools based on their appropriateness to specific tasks Collect and analyse data to identify solutions and make informed decisions					
Global Conflict	Global Interactions	Power Conflict	Globalization and Sustainability	Globalization and sustainability affect global interactions and may result in conflict and changes in power.	Criterion C: Communicating i ii lii Criterion B: Investigating i ii iii iv	Imperialism, World War I, World War II, Cold War, Korean War, Vietnam War Hypothesize Analyze maps, political cartoons, artifacts, graphs, charts, primary photographs, Explain Summarize Generate explanations Make inferences Identify reasons Acquire new terminology Describe causes and effects Hypothesize Compare and contrast Generate explanations Identify Consider perspectives and viewpoints Interpret illustrations Interpret propaganda Evaluate Synthesize Recall Deduce From War to War WWI Great Depression WWII Japanese Relocation
ATL Skills						

	<p>Category: Communication</p> <p>Cluster: Communication skills (Reading, writing, and using language to gather and communicate information)</p> <p>Skill Indicators: Read critically and for comprehension Read a variety of sources for information and for pleasure Make inferences and draw conclusions Use and interpret a range of discipline specific terms and symbols Write for different purposes Paraphrase accurately and concisely</p> <p>Category: Thinking</p> <p>Cluster: Creative Thinking Skills</p> <p>Skill Indicators: Use brainstorming and visual diagrams to generate new ideas and inquiries</p>					
Lessons of the Shoah	Global Interactions	Choice Morality	Identities and Relationships	Global interactions are impacted by individual choices, morality, and ethical judgment.	<p>Criterion A: Knowing and Understanding</p> <p>i</p> <p>ii</p> <p>Criterion D: Thinking Critically</p> <p>i</p> <p>ii</p> <p>iii</p> <p>iv</p>	<p>Pre-war cultural and social Jewish life in Europe</p> <p>Antisemitism</p> <p>Hitler's ascent to power</p> <p>Pre-war Nazi era</p> <p>Victims, Perpetrators, Bystanders Rescuers, Liberators</p> <p>World War II</p> <p>Ghettos</p> <p>Camps (Labor/Death)</p> <p>American Response</p> <p>Liberation</p> <p>Post-War</p> <p>Genocide post Shoah</p> <p>Present Day</p>
<p>ATL Skills</p> <p>Category: Communication</p> <p>Cluster:</p>						

Communication Skills: Reading, writing and using language to gather and communicate information

Skill Indicators:

Read critically for comprehension Read a variety of sources for information and for pleasure

Make inferences and draw conclusions

Use and interpret a range of discipline-specific terms and symbols

Write for different purposes

Take effective notes in class

Category:

Research

Category:

Information literacy skills

Skill Indicators:

Make connections between various sources of information

Present information in a variety of formats and platform/s

Evaluate and select information sources and digital tools based on their appropriateness to specific tasks

Understand and use technology systems

Use critical literacy skills to analyse and interpret media communications

Identify primary and secondary sources

	ATL SKILLS:					