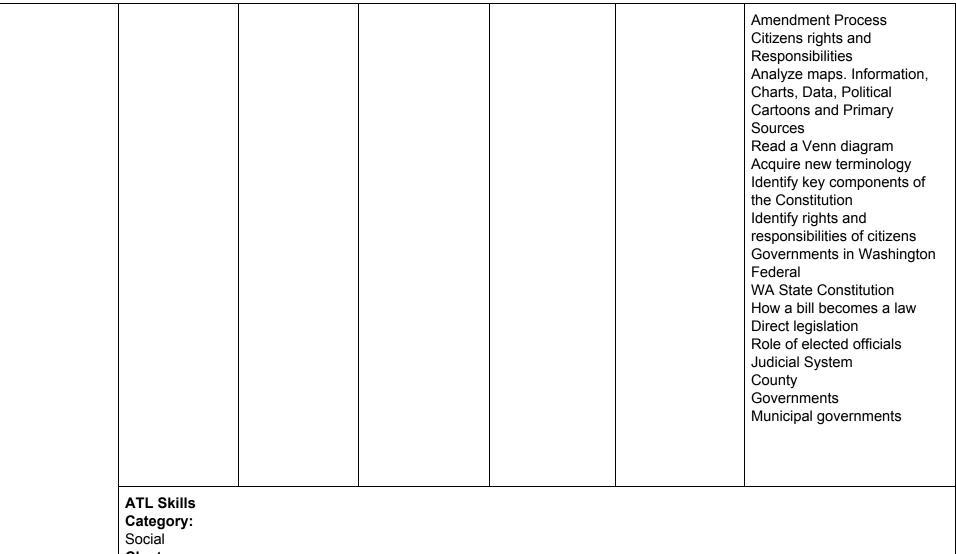
MYP Year: 3 Subject Group: Individuals and

Societies

Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	MYP subject-group objective(s)	Content (topics, knowledge, skills)
Revolutionary	Change	Growth	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			
	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								
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 lii Criterion D: Thinking Critically i ii iii iii	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			



#### Cluster:

Collaboration skills (Working effectively with others)

# **Skill Indicators:**

Listen actively to other perspectives and ideas

Negotiate effectively Encourage others to contribute

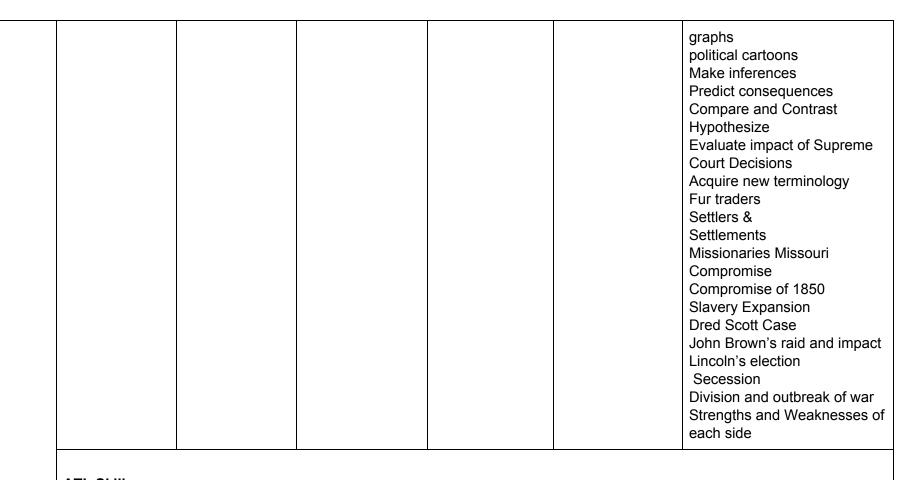
Exercise leadership and take on a variety of roles within groups

Give and receive meaningful feedback

Build consensus

Category:

	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						
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	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,	



**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:** 

			sources and digital tools ntify solutions and make	s based on their ap		ecific tasks
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 iiv	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

# Category:

Communication

### Cluster:

Communication skills (Reading, writing, and using language to gather and communicate information)

### **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

# Category:

Thinking

Cluster:

Creative Thinking Skills

### **Skill Indicators:**

Use brainstorming and visual diagrams to generate new ideas and inquiries

	Lessons of the Shoah	Global Interactions	Choice Morality	Identities and Relationships	Global interactions are impacted by individual choices, morality, and ethical judgment.	Criterion A: Knowing and Understanding i ii  Criterion D: Thinking Critically i ii iii	Pre-war cultural and social Jewish life in Europe Antisemitism Hitler's ascent to power Pre-war Nazi era Victims, Perpetrators, Bystanders Rescuers, Liberators World War II Ghettos Camps (Labor/Death) American Response Liberation Post-War Genocide post Shoah Present Day
--	----------------------	---------------------	--------------------	------------------------------	---	--	--

**ATL Skills** 

**Category:** Communication

Cluster:

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									
Present information Evaluate and selection Understand and Luse critical literatures	s between various on in a variety of fo ect information sou use technology sys	and interpret media	based on their app	ropriateness to spe	cific tasks				
ATL SKILLS:									