

Individuals and Societies

Subject Group Overview

[6th MN](#)

[7th US](#)

[8th Global](#)

[9th World History](#)

[10th Economics and Personal Finance \(US moves to DP History of the Americas in 25-26\)](#)

Individuals and Societies Year 1: Minnesota History	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content MN State Standards
Unit 1: Land of Lakes and Legends: Exploring Minnesota's Geography	Systems Causality (cause and consequence) Orientation in space and time	Understanding the systems that create our landscape can change how we interact with our environment.	Factual: What are rivers, watersheds, tributaries, the water and glaciers? What are the main regions of MN? Where are the main rivers, cities, and lakes located in MN? Conceptual: In the ice age, how did glaciers shape the landscape? What evidence do we see of that today? How does our landscape continue to change? Debatable: What environmental challenges do we face in MN today? How can we solve them?	Communication: paraphrase accurately and concisely. Self-Management-Organization: Select and use technology effectively and productively.	Students will create a presentation (slides or poster) on a region of MN. Students choose 3 attractions in Minnesota, describe what they are and costs, then explain the geography of the area and create a map of their locations. Students will practice research skills and technology skills.	Criterion B: Investigating Criterion C: Communicating	6.3.1.1.1 Create and use various kinds of maps, including overlaying thematic maps, of places in Minnesota; incorporate the "TODALSS" map basics, as well as points, lines and colored areas to display spatial information. 6.3.3.6.1 Locate, identify and describe major physical features in Minnesota; explain how physical features and the location of resources affect settlement patterns and the growth of cities in different parts of Minnesota.

Unit 2: Exploring Minnesota's Indigenous Roots	Time Space and Place Culture, Ideology Personal and Cultural Expression	People adapt their culture to a changing environment.	Factual: How were Dakota and Ojibwe values and their lifestyle connected to the seasonal changes of the land? What are the cultural elements of both the Dakota and Ojibwe? Conceptual: How are Dakota and Ojibwe cultures similar and different? Debatable: To what extent have the Dakota and Ojibwe cultures influenced our culture in Minnesota today? What positive changes do you think happened after Europeans started to move to Minnesota? Think of how this affected both Native people and Europeans.	Self-Management-Organization: create plans to prepare for summative assessments. Communication: make inferences and draw conclusions.	This summative task will have students complete a test on the Ojibwe and Dakota. They also complete some photo analysis as a part of this summative.	Criterion A: Knowledge and Understanding Criterion D: Critical Thinking	6.4.4.15.1 Compare and contrast the Dakota and Anishinaabe nations prior to 1800; describe their interactions with each other and other indigenous peoples. (Before European Contact) 6.4.4.16.1 Describe European exploration, competition and trade in the upper Mississippi River region; describe varied interactions between Minnesota's indigenous peoples and Europeans in the seventeenth and eighteenth centuries. (Colonization and Settlement: 1585-1763)
Unit 3: Furs, Forts, and Frontiers: The Fur Trade	Global Interactions Cooperation Globalization and Sustainability (human impact on the environment)	When people move to a new place they interact with the people already there, resulting in both positive and negative changes.	Factual: Why did Europeans explore the upper Mississippi River region? How did Dakota and Ojibwe cultures change with the arrival of the Europeans? How did seasonal changes affect the fur trade and the roles of individuals? Conceptual: Students will describe the economic, environmental, and cultural impact of the interaction between the Dakota and	In order for students to use methods to collect and record information (B.iii), students must create plans to prepare for summative assessments (examinations and performances) (ATL Category: Self-Management, ATL Cluster: Organization skills)	The summative task will be a RAFT. Students will be given a choice of a Role, Audience, Format, and Topic. Students will research, given a research notetaker, complete the task, and reflect on their learning. The note taker and reflection will be evaluated with Criterion B and the final product will be evaluated with Criterion C.	Criterion B- Investigating Criterion C-Communication	6.4.4.16.1 Describe European exploration, competition and trade in the upper Mississippi River region; describe varied interactions between Minnesota's indigenous peoples and Europeans in the seventeenth and eighteenth centuries. (Colonization and Settlement: 1585-1763)

			Ojibwe and the explorers and fur traders. Debatable: What positive changes do you think happened after Europeans started to move to Minnesota? Think of how this affected both Native people and Europeans. What negative changes do you think happened after Europeans started to move to Minnesota? Think of how this affected both Native people and Europeans	In order for students to identify the main points of ideas, events, visual representation or arguments (D.i), students must make inferences and draw conclusions (ATL Category: Communication, ATL Cluster: Communication skills).			
Unit 4: North Star Rising: Minnesota's Path to Statehood	Time Space and Place Cooperation and Conflict and Governance Fairness and Development (government, peace and conflict)	When different groups of people live on the same land, the groups will negotiate or fight over the ownership of the land.	Factual: What motivated Americans to create the treaties? What motivated Native Americans to sign the treaties? How did MN become a territory and then a state? What factors contributed to the tensions between the settlers and the Dakotas that eventually led to war? How did the lives of the Dakotas change after the war? What is resilience? What is assimilation? Conceptual: What were the positive and negative impacts of the treaties	In order to summarize information to make consistent, well-supported arguments (Dii) , students must be able to develop contrary or opposing arguments. In order for students to exchange thoughts, messages, and information effectively through	Students will research the advantages and disadvantages for both groups, natives and the US government. They would also need to create a poster as if they are a recruiter living in 1858 Minnesota, trying to attract Europeans newcomers, highlighting MN features and the government's benefits for the new settlers.	Criteria B: Investigating Criteria C: Communicating	6.4.4.18.2 Analyze how and why the United States and the Dakota and Anishinaabe negotiated treaties; describe the consequences of treaties on the Anishinaabe, Dakota and settlers in the upper Mississippi River region. (Expansion and Reform: 1792-1861) 6.4.4.18.3 Describe the process of how Minnesota became a territory and state; identify the key events, individuals and groups involved in the process.

			between Native Minnesotans and the settlers for both groups? Explain three consequences of Americans coming to settle the Minnesota territory. What are the costs and benefits of resistance and assimilation? Debatable: Should the Dakota have resisted or assimilated?	interaction (Ci), students must be able to negotiate ideas and knowledge with peers and teachers. In order for students to analyze and evaluate issues and ideas (Critical Thinking Skills), students must gather and organize relevant information to formulate an argument.			(Expansion and Reform: 1792-1861) 6.4.1.2.1 Pose questions about a topic in Minnesota history, gather a variety of primary and secondary sources related to questions, analyze sources for credibility, identify possible answers, use evidence to draw conclusions, and present supported findings.
Unit 5: Echoes of Conflict: Minnesota's US-Dakota War and its Legacy.	Global Interactions Culture and Conflict Identities and Relationships	When two nations are in conflict and one has more power than the other, the less powerful nation must choose between fighting back or adapting to the more powerful nation.	Factual— What factors contributed to the tensions between the settlers and the Dakotas that eventually led to war? How had the lives of the Dakotas changed prior to the war? How did the lives of the Dakotas change after the war? What is resilience? What is assimilation?	In order to summarize information to make consistent, well-supported arguments (Dii) , students must be able to develop contrary or opposing arguments. In order for students to exchange thoughts,	Structured Academic Controversy Debate Students will participate in a structured academic controversy discussion, considering the question: "Should the Dakota have resisted or assimilated in the face of the US government's actions?"	Criteria D: Critical Thinking Criteria C: Communicating	6.4.4.18.2 Analyze how and why the United States and the Dakota and Anishinaabe negotiated treaties; describe the consequences of treaties on the Anishinaabe, Dakota and settlers in the upper Mississippi River region. 6.4.4.19.3 Explain reasons for the United States-Dakota War of 1862; compare and contrast the perspectives

			Conceptual— What are the costs and benefits of assimilation? What are the costs and benefits of resistance? Debatable— Should the Dakota have resisted or assimilated?	messages and information effectively through interaction (Ci), students must be able to negotiate ideas and knowledge with peers and teachers. In order for students to analyze and evaluate issues and ideas (Critical Thinking Skills), students must gather and organize relevant information to formulate an argument.	In this activity, students will be partnered up and put in groups of 4. Each partnership will debate each side of the question with their other set of partners. In the 3rd round of the debate, the students will get to argue whatever side they truly believe in. This summative focuses especially on collaboration and communication skills, in addition to the critical thinking skills of knowing what makes a strong argument and how to support that argument with specific, relevant evidence		of settlers and Dakota people before, during and after the war.
Unit 6: From Farms to Factories: Minnesota's Industrial Age	Change Development Communities Scientific, Technical innovation	New industries can help societies develop and can cause problems.	Factual: What were the main industries that built the economy of Minnesota in the late 1800's? What was daily life like in each of these industries? Which individuals contributed to the industrial and social changes of the time period? Conceptual: How did the geography of Minnesota influence which industries developed here? How did these industries impact the	Communication: negotiate ideas and knowledge with peers and teachers. Thinking- Critical thinking skills: gather and organize relevant information to formulate an argument.	In this summative, students will use their photo analysis skills on two different pictures from the industrialization time, answering who, what, where, when, and why. Students will then create a story for	Criterion A: Knowing and Understanding Criterion C: Communicating	6.4.4.20.1 Analyze how the rise of big business, the growth of industry, the use of natural resources, and technological innovation influenced Minnesota's economy from 1860 to 1920. 6.4.4.20.2 Analyze the causes and impact of migration and immigration on Minnesota society during the late nineteenth

			environment and economy of Minnesota? What were the consequences of new technology on these industries and on our environment? Debatable: Did these industries cause more positive or negative change for the people of Minnesota? Did Minnesota industry play a vital role in the economic development of the U.S.?		one of the photographs, including information they have learned throughout the unit about the time and place where the photo was taken in 15 sentences, including vocabulary words. They will be assessed using criteria A - use of vocabulary words within the story, and on their analysis of the photographs, answering Who, What, Where, When, and Why.		and early twentieth centuries. 6.4.4.20.3 Describe the effects of reform movements on the political and social culture of Minnesota in the early twentieth century
Unit 7 Land of Lakes and Progress: Minnesota to the Present Day.	Time, Space, and Place Culture, Diversity Fairness and Development	Patterns of power and systemic decisions shape how places develop.	Factual— What is the current population demographic of Minnesota, including factors such as age, ethnicity, and socioeconomic status? Conceptual— In what ways did the implementation of redlining policies reflect broader societal attitudes and beliefs about race, class, and property ownership during the early to mid-20th century?	In order for students to analyze maps related to Green Books and Redlining, they will need to use Research Skills by making connections between various sources of information. This skill will be practiced through analyzing various maps throughout the unit, and synthesizing	In an in-class investigation, students will work to answer one of the following prompts: How can looking at Green Books from this era tell	Criterion B: Investigating Criterion D: Critical Thinking	6.4.4.23.1 The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world. (The United States in a New Global Age: 1980-present)

			Debatable— How do perceptions of safety, comfort, and belonging differ between neighborhoods designated as "desirable" and "undesirable" in redlining maps, and what role does racial bias play in shaping these perceptions?	information to form arguments. In order for students to create an argument to answer the prompts, they will need to use research skills by gathering and organizing relevant data to formulate their arguments. This skill will be practiced by analyzing a variety of maps and texts.	us about Minneapolis and Saint Paul at this time? 2. What does the Green Book tell us about traveler's interests in this era? 3. What can the Green Book tell us about types of discrimination and segregation in Minnesota? To do this, they will analyze a set of maps related to redlining and green books. After analyzing the information, they will answer the prompts and consider what different views people might have about this event.		
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					They will reflect on the process after.		
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Individuals and Societies Year 2: US History	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content MN State Standards
Unit 1: The Three Worlds Collide	Key Concept: Global Interactions Related Concepts: Power, Resources, Ideology Global Context: Orientation in Space and Time	During specific times and places, differing ideologies between cultures can lead to the displacement of culture and unequal exchange of resources and an imbalance in power.	Who were the main indigenous people living in the area before establishing the 13 British colonies? How did the encounter between European colonizers and indigenous peoples in North America shape the development of cultural, social, and political identities during the colonial era? Did European colonizers in North America have a moral obligation to negotiate fair and equitable treaties with indigenous peoples, or were they justified in asserting sovereignty and claiming land	Research: - locate, organize, analyze, evaluate, synthesize and ethically use information from variety of sources and media (including digital social media and online networks) Communication: Read critically and for comprehension	Summative Exam on Criteria D	Criterion D: Investigating	7.3.15.1 7.3.17.1 7.3.14.1 7.2.12.1

			through conquest and settlement?				
Unit 2:	Key Concept: Global Interactions Related Concepts: Power, Resources, Ideology Global Context Orientation in space and time	During specific times and places, differing ideologies between cultures can lead to the displacement of culture and unequal exchange of resources and an imbalance in power.	Factual: What are some elements of the ideologies of American Indians, Africans, and Europeans? What resources existed in the Americas? What resources were scarce in Europe? Conceptual: How did the ideologies of the American Indians, Africans, and Europeans differ? How did that impact their interactions and the consequences of those interactions? Debatable: Was it more positive or negative for these three worlds to collide?	Communication: Read critically and for comprehension Thinking - Creative thinking: Create original works and ideas; use existing works and ideas in new ways	The summative assessment (rewritten in 2022) is an in-class exam evaluated by Criteria D (Thinking Critically). The first part of the test is centered around the triangular trade and the Columbian Exchange of the 1500-1700s, where students have to identify components of the trade, explain the connection between the three main continents (Africa, N & S America and Europe) through this trade and also identify and evaluate the impact of one significant trade item (ie: tobacco, enslaved people, guns) The second part of the exam tasks students to pick two quotes from primary sources they read in this unit to create an argument that could have been used by abolitionists at the time to pressure governments to end the Atlantic trade of enslaved people. The final part of the exam is an OPVL evaluation of a primary source -an excerpt from Bartolome de las Casas.	Criterion D: Critical Thinking	7.4.1.2.1 Pose questions about a topic in United States history, gather and organize a variety of primary and secondary sources related to the questions, analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusions and support the thesis; present supported findings, and cite sources 7.4.2.4.1 The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.

Unit : Colonial Chronicles: Paths to American Identity This needs to be update, all three units were put into one.	Key Concept: Systems Related Concept: Governance, Conflict, Authority, Government , Rights Global Context: Fairness and development (democracy)	When communities move to form colonies in a place that is new to them, they adapt to their new environments, interact with other cultures, and face new challenges.	Factual: What were some causes of the American Revolution? What were the similarities and differences in economics, geography, and population among the 3 colonial regions? Who were some significant figures in the American Revolution? Conceptual: What factors can create an environment of rebellion? Who gets to participate in and benefit from a rebellion? Debatable: When is armed rebellion justified? Should the colonists have rebelled against Great Britain?	Communication: Students must use and interpret a range of discipline-specific terms and symbols. Thinking - Creative thinking: Students must gather and organize relevant information to formulate an argument	The first part of this summative is a multiple choice exam and short answer exam on the Colonies. The second part of the exam is a project in which students research a person from the Colonial Era and create an “Instagram” account for them.	Criterion A: Knowledge and Understanding Criterion B: Investigating Criterion C: Communicating	7.1.3.5.2 Compare and contrast the rights and responsibilities of citizens, non-citizens and dual citizens. 7.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different households or groups faced with the same alternatives might make different choices. 7.3.1.1.1 Create and use various kinds of maps, including overlaying thematic maps, of places in the United States; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.
Unit 2: Forging Freedom: Revolution to Constitutional Convention	Key Concept: Systems Related concept: Governance, Conflict, Authority,	The way we build systems of government influences who has power and can lead to conflicts.	Factual: What ideas at the Constitutional Convention were compromised? Conceptual: What was the Great Compromise? What is the importance of the % compromise?	In order for students to use methods to collect and record appropriate and varied relevant information (Criterion B.iii), students must	Students will participate in a summative role-play activity to see what it was like to be involved in the creation of the US Constitution and simulate the sorts of	Criterion B: Investigating Criterion C: Communicating	7.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities. Analyze the

	Government , Rights Global Context: Fairness and Development (Democracy)		Debatable: Should the United States has a strong or weak federal government? How should population be represented?	take effective notes in class (ATL Category: Communication skills, ATL Cluster: Communication skills) In order for students to structures information and ideas completely according to the task instructions (Criterion C.ii), students must collect and analyze data to identify solutions and make informed decisions (ATL Category: Research skills, ATL Cluster: Information Literacy Skills)	compromises that had to be made to balance the perspectives of those in the Convention. To participate in the role play, students will be assigned to represent one delegate from the actual convention. Students will have to research the lives and perspectives of their assigned delegate to accurately portray them in the role play Constitutional Convention.		tensions within the United States constitutional government. 7.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels and within Tribal Nations. 7.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives. 7.4.20.3 Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience,
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							purpose, and author's point of view of these sources. 7.4.21.1 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.
Unit 3: Frontiers and Founding: From the Early Republic to Westward Expansion	Global Interactions Power, Disparity and Equity , Identities and Relationships (conflict and cooperation)	Who is in power and how society is built shapes how policies are developed.	Factual: What is manifest destiny? How did the US carry out this policy in the era of expansion? Conceptual: How did the concept of Manifest Destiny influence American national identity? Debatable: Do nations have destinies? Can we change our national identity? What should our national identity be?	Research - Media Literacy skills: Seek a range of perspectives from multiple and varied sources Research - Information Literacy skills: Create references and citations, use footnotes/endnotes and construct bibliography according to recognized conventions	Packet	Criterion C: Communication Criterion D: Critical thinking	7.4.4.18.1. Describe the processes that led to the territorial expansion of the United States, including the Louisiana Purchase and other land purchases, wars and treaties with foreign and indigenous nations, and annexation. (Expansion and Reform: 1792-1861) 7.4.4.18.2. Identify new technologies and innovations that transformed the United States' economy and society; explain how they influenced political and regional development. (Expansion and Reform: 1792-1861) 7.4.4.18.3. Identify causes and consequences of Antebellum reform movements including abolition and women's

							rights. (Expansion and Reform: 1792-1861)
Unit 4: A Fractured Nation: US Civil War and Contemporary Conflict	Change Conflict, Perspective, Rights, Orientation in time and space	Conflicts caused by different perspectives can change who gets rights in that nation.	Factual: What was the reasoning behind the South's secession? Compare and contrast the cultures of both the North and South. Conceptual: What role did slavery play in both the South and North (economically and socially)? Compare and contrast the experiences of soldiers and citizens of South and North during the war. Debatable: Was Reconstruction successful in helping African Americans gain equal rights as US citizens?	Communication: Use a variety of speaking techniques to communicate with a variety of audiences Communication: Make inferences and draw conclusions	Student research a modern Civil War and compare and contrast it to the US Civil War. They use that they have learned about wars to answer why they think wars start, and create a project that shows off their knowledge.	Criterion A: Knowledge and Understanding Criterion B: Investigating Criterion C: Communicating	7.4.4.19.1 Cite the main ideas of the debate over slavery and states' rights; explain how they resulted in major political compromises and, ultimately, war. (Civil War and Reconstruction: 1850-1877) 7.4.4.19.2 Outline the major political and military events of the Civil War; evaluate how economics and foreign and domestic politics affected the outcome of the war. (Civil War and Reconstruction: 1850-1877) 7.4.4.19.3 Describe the effects of the Civil War on Americans in the north, south and west, including liberated African-Americans, women, former slaveholders and indigenous peoples. (Civil War and Reconstruction: 1850-1877)
Unit 5: Progressive Era	Key concept: Change Related concept: Conflict,	In times of rapid scientific and technological innovation and societal change, people may respond by creating	Factual: what were the social and technological advances during the Progressive Era? Conceptual: how did the different cultural groups	Communication: Use appropriate forms of writing for different purposes and audiences. Self-Management: Plan short- and	Student research an event/movement during the Progressive Era and write a newspaper article on it	Criterion A: Knowledge and Understanding Criterion C: Communicating	7.4.19.1 Examine the history of U.S. expansion from multiple Indigenous perspectives.

	cooperation, governance Global context: science and technical innovation	new institutions to meet their needs	adapted to the changes during Progressive Era? Debatable: Do governments have a responsibility to their citizens?	long-term assignments; meet deadlines			7.4.20.1 Use historical sources to describe the strategies used by suffragists in their campaigns to secure the right to vote. Determine whose voices are represented and whose voices are absent in the sources. Identify the 19th Amendment. 7.4.22.1 Generate a hypothesis about the impact of the Industrial Revolution today using historical and geographic sources, including environmental and economic impacts. 7.5.24.2 Investigate the struggle for immigration rights and the rights of all immigrants in the United States.
Unit 6: 20th Century conflicts	Key concept: Global interactions Related concept: Ideology, identity, conflict	Global interactions produced conflicts between ideologies	Factual: What led to the Cold War and the conflict between capitalism and communism? Conceptual: How do differing ideologies clash at a global level? Debatable: Should people's rights be	Research: Make connections between various sources of information Research: Identify primary and secondary sources	Students complete an OPVL about a photo from the Vietnam war. Afterwards they form an argument about the Cold War and think about its implications on today's world.	Criterion D: Critical Thinking	7.2.7.1 Using cost-benefit analysis, analyze the opportunity cost of a decision made in U.S. history during times of war. 7.4.20.2 Generate questions based on multiple historical sources and identify further areas of inquiry about the Great

	Global context: fairness and development		restricted in the name of national security?				Depression, focusing on the impact on workers, women, and ethnic and racial minorities. 7.4.18.4: Trace the origins of the Long Civil Rights Movement by identifying key events and explaining their significance. 7.4.19.2 Analyze multiple perspectives (social, political, economic) about the Cold War and describe why some perspectives may have changed over time.
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Individuals and Societies Year 3: Global Studies	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content MN State Standards
Unit 1: Spatial Thinking Geography Skills	Time, space and place Perspective, Scale	Perspectives of human and physical geography can change how we see the world.	Factual: What is study of geography? What tools can a geographer use to investigate a given location or region? Conceptual: Compare the study of physical geography to the study of human geography?	Communication: Use and interpret a range of discipline-specific terms and symbols Communication: Gather and	Test-- explaining concepts and vocabulary and applying map reading skills	Criterion A: Knowledge and Understanding	13.8.2 Ask spatial questions, acquire credible sources, analyze geographic information, find a possible answer(s) and take action to solve spatial problems.

	Orientation in time and space		How do physical, climatic and human factors impact how geographers define a region? Debatable: Does the way a map is presented, through scale, projection and content create a bias in its viewers?	organize relevant information to formulate an argument			13.8.1 Create and evaluate digital maps and routes that include a grid system and TODALS map basics from local to global scales. 14.8.1 Describe how physical and human characteristics influence one's sense of place and that of others. 14.8.2 Describe regions according to specific criteria and identify the role of individuals and groups in constructing regions.
Unit 2: North America			Factual: What does TODALS stand for? How many people live in U.S., Canada and Mexico today? What different cultural groups live in each country? What are the main physical geographic and human geographic features of North America? Conceptual: Describe how the natural resources of North America have impacted the human communities that live there. Compare and contrast the reasons for European exploration in Canada, the U.S. and Mexico.				

Unit 3: Asia	Global Relationships Globalization, Diversity, Patterns and Trends Globalization and sustainability	Globalization is creating patterns and trends with both positive and negative consequences.	Factual: What countries are part of each region in Asia? What are the main geographic and demographic characteristics of each region in Asia? Conceptual: What starts a pattern or trend? How do trends spread across time and space? Debatable: Has globalization been a more positive or negative force in modern Asia?	Thinking: Critical Thinking: student must draw reasonable conclusions and generalizations Research: Information Literacy: students must collect and analyze data to identify solutions and make informed decisions	Problem Solving Summative- Students will research a problem affecting Asia (and possibly other areas of the world) and create a model/solution to address the problem and communicate this to classmates in small groups.	Criterion B: Investigating Criterion C: Communicating Criterion D: Critical Thinking	8.3.3.5.5 Describe the locations of human populations and the cultural characteristics of East Asia and Southeast Asia, including how the demographic transition has influenced the region's population, economy and culture 8.3.3.5.5 Describe the locations of human populations and the cultural characteristics of East Asia and Southeast Asia, including how the demographic transition has influenced the region's population, economy and culture 8.3.2.3.1 Use appropriate geographic tools to analyze and explain the distribution of physical and human characteristics of places. 8.4.3.14.3 Describe varieties of religious beliefs and practices in the contemporary world including Shamanism/Animism, Hinduism, Buddhism, Judaism, Christianity and Islam. (The New Global Era: 1989 to Present)
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Unit 4: Europe	Global Interactions and Relationships Power and Cooperation Identities and Relationships	Different countries can interact with each other to form relationships that are influenced by their identities, access to power, and need for cooperation.	Factual: How have national identities formed in Europe? What countries make up the continent of Europe and which are included in the European Union? What types of governments are represented? What is the history and purpose of the EU? Conceptual Question: How does political change impact ordinary people? What effects have climate change has on humans in Europe and around the world? Debatable Question: How should EU and non-EU countries respond to the current environmental crisis of climate change?	Thinking --critical thinking skills: gather and organize relevant information to formulate an argument Research-- information literacy skills: access information to be informed and inform others	Students do an OPVL and essay on the Berlin Wall and resistance movements surrounding the wall.	Criterion D: Critical Thinking	8.3.3.5.3. Describe the locations of human populations and the cultural characteristics of Europe and Russia including the role of migration patterns, and the impact of aging and other effects on demographic distribution 8.3.3.6.3. Describe how the physical and environmental features of Europe and Russia affect human activity and settlement 8.4.3.14.5 Assess the current state of human rights around the world as described in the 1948 Declaration of Human Rights
Unit 5: Africa -	Change Scarcity, Equity and Growth Fairness and Development	Changes in power impact development: a country's ability to develop economically and distribute its resources equitably.	F: What are some abundant resources in Africa and SW Asia? What are some scarce resources? C: Describe some of the elements of successful historical kingdoms/cultures in Africa and SW Asia. How did the Atlantic slave trade affect the development of African nations?	Research Skills- Media Literacy skills-present information in a variety of formats and platforms Critical Thinking skills -analyze complex concepts and projects into their constituent parts and synthesize them to	Students create a project describing a dream vacation	Criteria C: Communication Criteria D: Critical Thinking	8.3.3.5.4 Geography-human systems--describe the locations of human populations and the cultural characteristics of Southwest Asia and North Africa 8.3.3.6.4 Geography-human systems (Southwest Asia and North Africa) and

			D:Should African nations work together or separately to develop economically and maintain human rights?	create new understanding			8.3.3.7.1(Sub Saharan Africa)-- Geographic factors influence the distribution, functions growth and patterns of cities and human settlements 8.4.3.13.3 History-World History-Describe political challenges and struggles of newly independent countries during the cold War Era-
Unit 6: Central America, South America, and the Caribbean-Interdisciplinary Unit with Language and Literature class	Systems Sustainability, Resources Globalization and Sustainability	Government and economic systems can impact the ability of a country to sustainably use its resources to grow in an era of globalization.	Factual: What countries make up South America, Central America and the Caribbean? What types of governments are represented in regions? What products and resources are abundant in the region? Conceptual: What similarities and differences exist between the history of the three regions (South Am, Central Am and the Caribbean)? How have some countries embraced environmental sustainability and others not? Debatable: Is it possible for a country to grow economically in an environmentally sustainable way?	Self-Management - Reflective Skills: Consider ethical, cultural and environmental implications Communication: Make effective summary notes for studying	Create a pamphlet to write a travel brochure about a country in Latin America	Interdisciplinary Criteria A,B, C	8.3.4.10.3 Describe the changing role of Latin America in global trade networks 8.4.3.14.1 Describe causes of economic imbalances and social inequalities among the world's peoples in the post-colonial world and efforts made to close those gaps 8.4.3.14.8 Describe how groups are reviving and maintaining their traditional cultures, identities and distinctiveness in the context of increasing globalization.

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Individuals and Societies Year 4: World History	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content MN State Standards
Unit 1: Early Human History	Key: Time, Space, & Place Related: Communities Systems Development	The development of human societies is impacted deeply by access to resources.	Factual: Where did humans come from? What are some examples of early civilization? What is domestication? Conceptual: How do we know about the past? How did the agricultural revolution impact society? Why did people decide to move to new places? What do origin stories tell us about different societies?	Students must access information to be informed and inform others (Research, Information Literacy Skills). Students must create original works and ideas; use existing works and ideas in new ways (Thinking, Creative Thinking Skills). Students must create references	Agricultural Revolution Stories (Criterion C)	Criterion C: Communication	World History Era 1: Early Human History (250,000 BCE–2,000 BCE) Evaluate different narratives about how human migration from Africa to other regions in the world led to environmental changes and human adaptation. Examine and compare and contrast narratives about human origins developed by different societies. Analyze how these narratives embed social values and concepts. Interpret surviving evidence about early human history and discern what we can and cannot know about early humans from these sources.

			Debatable To what extent did the agricultural revolution improve human life? Should accessing resources be our top priority as a society?	and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions (Research, Information Literacy Skills).			Explain the interrelationship between the emergence of domestication and agriculture, the development of complex societies, and the environment and climate. Geography: Identify the primary factors influencing the regional pattern of economic activities from a local to a global perspective.
Unit 2: Ancient Civilizations	Key: Culture Related: Communities Systems Time, place and space	As societies develop, new beliefs are formed that influence human behavior.	Factual: What were some of the ancient civilizations of the world? What do various religions believe? (Judaism, Islam, Hinduism, Sikhism, Buddhism) What were some religious practices of ancient civilizations? What was ancient Greece / the Roman Empire / Ancient Egypt / the Han Dynasty / the Olmec / etc? Conceptual: How did ancient civilizations organize themselves? How did/does religion shape behavior?	In order for students to consistently use a wide range of terminology effectively (Ai), students must read critically and for comprehension (Communication, Communication Skills). In order for students to demonstrate detailed knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations, and examples (Aii), students must make connections between various sources of information	Students will come up with a research question related to one of the societies / religions that we discussed in class and create an informational poster (that will be displayed in the hallway) on it. They will need to explicitly connect their culture to modern day and also look at it through a historical lens.	Crit A: Knowledge and Understanding Crit B: Research	Identify and examine dominant and non-dominant narratives about the development of cities, societies, and empires in Asia, the Americas, and Africa. Analyze the emergence, development and impact of multiple religions and philosophies from at least three different regions, including Shamanism/Animism, Hinduism, Jainism, Buddhism, Sikhism, Judaism, Christianity, Islam, Indigenous religious traditions in Africa and the Americas, and African diasporic religions. Identify different types of historical sources, both textual and non-text-based, in order to interpret surviving evidence about ancient cities, societies and empires. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

			Debatable: To what extent does the past shape modern religions? To what extent is modern-day influenced by each of these cultures?	(Research, Information Literacy Skills). In order for students to formulate a clear and focused research question and justifies its relevance (Bi), students must formulate factual, topical, conceptual and debatable questions (Thinking, Critical Thinking Skills). In order for students to formulate and effectively follows a comprehensive action plan to investigate a research question (Bii), students must plan strategies and take action to achieve personal and academic goals (Self-management, Organization Skills). In order for students to use research methods to collect and record appropriate, varied, and relevant information (Biii), students must collect, record and			Create an argument about the emergence and characteristics of complex societies, the development of new technologies and the impact of human society on the environment. Consider what it means to have a “successful” society and examine how some societies have adapted to social, environmental and/or political changes. Evaluate whether these adaptations can be applied to human society today.
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				verify data (Research, Information Literacy Skills). In order for students to thoroughly evaluate the investigation process and results (Biv), students must identify strengths and weaknesses of personal learning strategies (self-assessment) (Self-management, Reflective Skills).			
Unit 3: Interregional Networks and Exchange	Key: Global interaction Related: Connections Time, place, and space Systems Global Context: Orientation in Space and Time	Networks between groups of people can create positive and negative outcomes.	Factual: What was the Silk Road? What was the Trans Saharan Trade Route? What was the Indian Ocean Trade Route? What was the Inca Road System? What are some notable epidemics throughout history? What were key trade goods in various regions? Conceptual: How did interregional trade shape history? Why do societies trade with each other? Why do diseases spread? How do ideas spread?	Di: Collect and analyse data to identify solutions and make informed decisions (Research) Dii: Collaborate with peers, experts or others, employing a variety of digital environments and media. They will practice this when preparing for the debate. (Communication) Diii: Organize and depict information logically. (Communication)		Crit D: Critical Thinking Skills	- Analyze the emergence, development and impact of multiple religions and philosophies from at least three different regions, including Shamanism/Animism, Hinduism, Jainism, Buddhism, Sikhism, Judaism, Christianity, Islam, Indigenous religious traditions in Africa and the Americas, and African diasporic religions. - Evaluate narratives about the creation and influence of trade networks connecting Asia, Europe and Africa. - Identify different historical perspectives about religion, slavery,

			Debatable: To what extent did trade networks and interregional exchange lead to positive change in the world? To what extent did trade networks and interregional exchange lead to negative change in the world? Should we have extensive trade networks today?	Div: Paraphrase accurately and concisely (Communication)			feudalism and disease in Europe and the Mediterranean World, including the Ottoman Empire. • Use historical sources to identify and describe at least two different cultures in Africa, such as Swahili, Ghana and/or Mali, Songhai. Identify their short- and long-term influence on African history and society. • Construct a narrative account about the emergence and expansion of Indigenous societies in the Americas and/or trade networks between multiple Indigenous societies in the Americas using historical sources. • Identify the influence of Islamic centers of learning on the European Renaissance, the Scientific Revolution and society today.
Unit 4: First Global Age	Key: Global interaction Related: Development Time, place, and space Global Context: Orientation in	As groups compete over access to resources and ideas, balances in global power can shift.	Factual: What were the Crusades? What was the Islamic Golden Age? What is a nation-state? What was Reconquista? What was the Spice Trade?	In order for students to formulate a clear and focused research question and justify its relevance (Criterion Bi), students must formulate factual, topical, conceptual and debatable questions (Thinking skills, critical thinking). In order for students to formulate and effectively follow a comprehensive action plan to investigate a research question (Criterion Bii), students must create plans to prepare for summative	Balance of power shifting event documentary / podcast	B: Research Skills C: Communication	Identify the influence of Islamic centers of learning on the European Renaissance, the Scientific Revolution and society today. Identify and evaluate dominant and non-dominant narratives about the first global age.

	Space and Time		What was the Trans-Atlantic Slave Trade? Conceptual: How did the global balance of power shift during this period? Why did Europeans become the dominant global power? How did the colonization of the Americas impact Africa? Debatable: Should this era be celebrated? To what extent was global domination by Europeans guaranteed to happen?	assessments (examinations and performances) (Self-management, organization skills). In order for students to uses research methods to collect and record appropriate, varied, and relevant information (Criterion Biii), students must Use appropriate strategies for organizing complex information (Self-management, organization skills). In order for students to thoroughly evaluate the investigation process and results (Criterion Biv), students must take responsibility for one's own actions (Social, collaboration skills). In order for students to communicate information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose (Criterion Ci), students must use a variety of speaking techniques to communicate with a variety of audiences (Communication, communication). In order for students to structure information and ideas in a way that is completely appropriate to the specified format (Criterion Cii), students must organize and depict information logically (Communication, communication). In order for students to consistently document sources of information using a recognized convention (Criterion Ciii), students must create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions (Research, information literacy).		Identify major intellectual, scientific and/or religious developments of the first global age and their influence today. Investigate and interpret multiple primary and/or secondary sources to understand and analyze the perspectives of individuals and communities who have traditionally been underrepresented in historical narratives about the first global age. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. Examine how new connections between the hemispheres resulted in biological, cultural and technological exchanges. Evaluate who benefitted from these changes and who did not. Analyze how caste systems based upon race, social class and religion have been used to justify imperialism, colonization, warfare and chattel slavery. Analyze how those caste
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Unit 5: Rise of Empire	Key: Global interaction Related: Time, place and space Culture Systems Global Context: Orientation in Space and Time	The rise and decline of empires can be attributed to internal and external changes.	Factual: What is imperialism? What were some of the major empires? What were some of the major events during imperialism? Conceptual: Why did countries do imperialism? How did imperialism impact the colonized nations? Debatable: To what extent does imperialism exist today? What was the most impactful aspect of imperialism?	In order for students to consistently use a wide range of terminology effectively (Ai), students must consider personal learning strategies (Self-management, Reflective Skills) In order for students to demonstrate detailed knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations, and examples (Aii), students must make effective summary notes for studying. (Communication, Communication Skills) In order for students to complete a detailed discussion of concepts, issues, models, visual representation and theories (Di), students must process data and report results (Research, Information Literacy Skills) In order for students to synthesize information to make valid, well-supported arguments (Dii), students must preview and skim texts to build understanding. (Communication, Communication Skills) In order for students to effectively analyse and evaluate a wide range of sources/data in terms of origin and purpose, recognizing values and limitations (Diii), students must recognize unstated assumptions and bias (Thinking, Critical Thinking Skills) In order for students to thoroughly interpret a range of different perspectives and their implications (Div), students must evaluate evidence and arguments (Thinking, Critical Thinking Skills)	Summative: Students will take a test with Criterion A (multiple choice and short answer) and Criterion D (analyzing sources to make an argument).	Crit A: Knowledge and Understanding Crit D: Critical Thinking	

Unit 6: Authoritarian Government and Human Rights	Key: Systems Related: Change Time, place and space Global Context: Orientation in Space and Time	Authoritarian regimes often emerge from political instability and can result in widespread human rights abuses.	Factual: What is authoritarianism? What are human rights? What are human rights violations? What was World War II? What was the Holocaust? Conceptual: How do authoritarian governments rise to power? How can we fight against extremism? Debatable: To what extent are the people of a country complicit in their government's actions?	In order for students to formulate a clear and focused research question and justify its relevance (Bi), students must formulate factual, topical, conceptual and debatable questions (Thinking, Critical Thinking Skills). In order for students to formulate and effectively follow a comprehensive action plan to investigate a research question (Bii), students must set goals that are challenging and realistic (Self-management, Organization Skills). In order for students to use research methods to collect and record appropriate, varied, and relevant information (Biii), students must analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding (Thinking, Critical Thinking Skills). In order for students to thoroughly evaluate the investigation process and results (Biv), students must identify strengths and weaknesses of personal learning strategies (self-assessment) (Self-management, Reflective Skills). In order for students to consistently use a wide range of terminology effectively (Ai), students must use and interpret a range of discipline-specific terms and symbols (Communication, Communication Skills). In order for students to demonstrate detailed knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations, and examples (Aii), students must combine knowledge, understanding and skills to create products or solutions (Thinking, Transfer Skills). In order for students to communicate information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose (Ci), students must present information in a variety of formats and platforms (Research, Information Literacy Skills). In order for students to structure information and ideas in a way that is completely appropriate to the specified format (Cii), students must combine knowledge, understanding and skills to create products or solutions (Thinking, Transfer Skills). In order for students to consistently document sources of information using a recognized convention (Ciii), students must create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions (Research, Information Literacy Skills).	Research a dictator (B) and create a presentation (A or C)	Crit B and either C or A	
Unit 7 (mini-unit): Technology							

Individuals and Societies Year 5: Personal Finance and Economics	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content MN State Standards
Unit 1: Money Values		Values guide decision-making, especially when resources are limited.					
Unit 2: Decision Making		Values shape how people navigate risk and make decisions.					
Unit 3: Soft Skills and Career		The choices people make about the future are shaped by their values and the world around them.					
Unit 4: Economic Systems		What a society values shapes how it organizes its systems and the outcomes that result.					

Unit 5: Markets in Action		Interactions between individuals, communities and external factors shape outcomes.					
Unit 6: Managing the Economy							