I & S - Year 1	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Unit Title	Human Communities	Humans in Environmental Systems	Technological Innovation	Networks of Trade and Exchange	Power	Belief Systems and Mythologies
Key Concepts	**Communities**	**Systems**	**Development**	**Global Interaction**	**Change**	**Time, Place, and Space**
Related Concepts	**Diversity**	**Interdependence**	**Innovation**	**Trade Networks**	**Power**	**Meaning**
Global Context & Exploration	Orientation in Time and Space Explorations: **Peoples**	Globalization and Sustainability Explorations: **Diversity and Interconnection**	Personal and Cultural Expression Explorations: **Ways of Life**	Orientation in Time and Space Explorations: **Exchange and Interaction**	Personal and Cultural Expression Explorations: **Systems and Institutions**	Personal and Cultural Expression Explorations: **Belief Systems**
Statement of Inquiry	Throughout history, different **peoples** have organized their **communities** in **diverse** ways.	Humans and cultures are **embedded** in environmental **systems**, **shaping them and being shaped** by them in **diverse** ways.	Technological **innovations** enable the **development** of new **ways of life**.	Throughout history, cultures have **interacted** through **networks** of **trade** and **exchange**.	**Power** is shaped by **systems and institutions**, but the balance of **power** is always **changing**.	Throughout human history, cultures have constructed **belief systems** that make **meaning** of the group's place in **time, place and space**.
MYP Objectives	**A: Knowing and Understanding** **ii:** demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples **B: Investigating** **ii:** follow an action plan to explore a research question **C: Communicating** **i:** communicate information and ideas with clarity	**A: Knowing and Understanding** **i:** use vocabulary in context **B: Investigating** **i:** explain the choice of a research question **iii:** collect and record relevant information consistent with the research question **iv:** reflect on the research process and results **C: Communicating** **iii:** list sources of information in a way that follows the task instructions	**C: Communicating** **ii:** organize information and ideas effectively for the task **D: Thinking Critically** **ii:** use information to justify an opinion **iii:** identify and analyze a range of sources/data in terms of origin and purpose **iv:** interpret different perspectives and their implications.	**C: Communicating** **ii:** organize information and ideas effectively for the task **D: Thinking Critically** **ii:** use information to justify an opinion **iii:** identify and analyze a range of sources/data in terms of origin and purpose **iv:** interpret different perspectives and their implications.	**A: Knowing and Understanding** **ii:** demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples **B: Investigating** **ii:** follow an action plan to explore a research question **C: Communicating** **i:** communicate information and ideas with clarity **D: Thinking Critically**	**A: Knowing and Understanding** **i:** use vocabulary in context **B: Investigating** **i:** explain the choice of a research question **iii:** collect and record relevant information consistent with the research question **iv:** reflect on the research process and results **C: Communicating** **iii:** list sources of information in a way that follows the task instructions

	D: Thinking Critically **i:** identify the main points of ideas, events, visual representation or arguments				**i:** identify the main points of ideas, events, visual representation or arguments	
Approaches to Learning Skills	Communication Communication Skills • Read critically and for comprehension Communication Communication Skills • Paraphrase accurately and concisely Self-Management Organization Skills • Keep an organized and logical system of information files/notebooks	Self-Management Organization Skills • Use appropriate strategies for organizing complex information Research Information Literacy Skills • Make connections between various sources of information Research Information Literacy Skills • Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions	Self-Management Organization Skills • Set goals that are challenging and realistic Self-Management Affective Skills • Demonstrate persistence and perseverance Communication Communication Skills • Make inferences and draw conclusions Communication Communication Skills • Find information for disciplinary and interdisciplinary inquiries, using a variety of media	Thinking Critical-Thinking Skills • Draw reasonable conclusions and generalizations Thinking Critical-Thinking Skills • Gather and organize relevant information to formulate an argument Research Information Literacy Skills • Evaluate and select information sources and digital tools based on their appropriateness to specific tasks	Self-Management Organization Skills • Plan short- and long-term assignments; meet deadlines Self-Management Affective Skills • Practice "bouncing back" after adversity, mistakes and failures Thinking Creative-Thinking Skills • Use brainstorming and visual diagrams to generate new ideas and inquiries	Self-Management Reflection Skills • Consider content: What did I learn about today? What don't I yet understand? What questions do I have now? Self-Management Reflection Skills • Identify strengths and weaknesses of personal learning strategies Self-Management Affective Skills • Practice strategies to overcome distractions
Content (Topics, Knowledge, Skills)	In this unit, students will learn and practice strategies for reading a variety of texts (written, visual, video), taking notes, and synthesizing information. Inquiries will be conducted as a full class, and structured by the teacher.	In this unit, students will learn and practice strategies for reading a variety of texts (written, visual, video), taking notes, and synthesizing information. Inquiries will be conducted as a full class, and structured by the teacher.	In this unit, students will learn and practice strategies for locating useful sources and verifying their reliability. Students will begin learning and practicing skills for making historical arguments. We will begin with a whole-class inquiry:	In this unit, students will learn and practice strategies for locating useful sources and verifying their reliability. Students will also begin to learn and practice key skills for collaboration and group work. Students will continue practicing skills for making	In this unit, students will begin designing our own inquiry projects. We will learn and practice strategies for identifying or developing a worthwhile research question, and planning an inquiry to answer it. Students will also continue to learn and practice key	In this unit, students will begin designing our own inquiry projects. We will learn and practice strategies for identifying or developing a worthwhile research question, and planning an inquiry to answer it. Students will also continue to learn and practice key

Students will conduct inquiries into three common forms of human organization in ancient history: *How did hunter-gatherers build big and impressive monuments?* *Why did city-states fight so much?* We will examine each with a comparative perspective, investigating examples from different regions of the world.	Students will conduct inquiries into significant examples of how humans have shaped, and been shaped by, the environmental systems students are a part of. *How did agriculture begin in the Fertile Crescent?* *Why were states so fragile?*	*How did the people of the Eurasian steppe turn a barren grassland into a power that scared the world's empires?* Then, students will choose between two inquiry options: *What was the biggest way that writing changed the world?* *Did the ancient Polynesians find their islands by accident or on purpose?*	historical arguments. Students will work with a research partner to conduct 2-3 inquiries into the ways that networks of trade and exchange have linked different peoples, and facilitated the movement of goods, ideas, and people. These inquiries will be selected from a menu of teacher-created and structured research topics. Options will include both comparative and region-specific questions.	skills for collaboration and groupwork. Students will work in groups of 3-4 to plan and conduct 2 inquiries into the ways that different governmental structures and forms of power create different kinds of relationships between rulers and the ruled. The teacher will provide general topics (times, places, peoples), and support students in developing specific research questions.	skills for collaboration and groupwork. Students will work in groups of 3-4 to plan and conduct 2 inquiries into the ways that religions, belief systems, and mythologies shaped people's understanding of their place in the cosmos. The teacher will provide general topics (times, places, peoples), and support students in developing specific research questions.