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	Form	Time, Place, and Space
Related Concepts	Diversity	Interdependence	Innovation	Trade Networks	Power, Competition	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.	Societies create different institutional forms to manage how people compete for power.	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 practice investigating the answers to "how" and "why" questions about history. They will study the genre of the explainer article, and at the conclusion of each inquiry, write an explainer article answering the question.	In this unit, students will continue to practice investigating the answers to "how" and "why" questions about history. They will continue studying the genre of the explainer article, and at the conclusion of each inquiry, write an explainer article answering the	In this unit, students will practice investigating debatable questions: exploring different perspectives, evaluating their evidence, and deciding where they fall on the issue. They will study the structure of historical argument writing, and write an	In this unit, students will continue to practice investigating debatable questions: exploring different perspectives, evaluating their evidence, and deciding where they fall on the issue. They will continue studying the structure of	In this unit, students will practice investigating historical narratives: exploring how they can derive broader insights from a particular sequence of events. They will produce an annotated narrative for each inquiry: retelling the story with annotations that highlight bigger	In this unit, students will practice investigating the narratives told by ancient peoples, studying religious and mythological traditions. They will produce an annotated narrative for each inquiry: retelling the story with annotations that highlight bigger

Content: This unit will focus on the variety of ways that humans have organized their communities throughout history. Overarching concepts will include how leadership and power is structured, how resources are distributed, and how work is organized.

Inquiries:

Why were ancient city-states always fighting?

How did the Hopewell live in different communities at different times of year? auestion.

Content: This unit will focus on the ways that human societies have impacted the environment and been impacted by it, often in reciprocal ways. Overarching concepts will include cause and effect, rebound effects, and feedback loops.

Inquiries:

How did hunter-gatherers modify "wild" environments?

How did humans invent agriculture?

Why did cities and states "collapse" so often?

argument paper at the end of each inquiry.

Content: This unit will focus on the ways that new technologies open up new possibilities for humanity. allowing humans to organize themselves in new wavs or settle in previously inaccessible environments. Overarching concepts will include technology as both physical tools and ways of doing things, and the mixture of intended and unintended consequences that each new technology gives rise to.

Inquiries:

What was the impact of the invention of writing in Mesopotamia?

How did the people of the Eurasian steppe turn a barren grassland into a power that terrified empires?

Did the ancient Polynesians find their islands on accident or on purpose? historical argument writing, and write an argument paper at the end of each inquiry.

Content: This unit will focus on the large and complex trade networks that have interconnected human societies throughout time. Overarching concepts will include interdependence. comparative advantage, and state vs. market-based organization of trade.

Inquiries:

Did the Uluburun shipwreck belong to a king or a merchant?

Which was bigger: the economic or cultural impact of the Silk Routes? takeaways.

Content: This unit will focus on the different institutions that human societies have created to channel power and manage the potential destructive impacts of competition over power. Overarching concepts include institutions, legitimacy, and continuity & rupture.

Inquiries:

How did the Roman Republic work, and why did it fall?

How did Wang Mang overthrow the Han empire, until it overthrew him back? takeaways.

Content: This unit will focus on stories from various spiritual traditions, to see what these stories can tell us about how human societies have understood themselves and their place in the world.