

## **7TH GRADE MYP SOCIAL STUDIES: EASTERN WORLD SYLLABUS**

**2020-2021 School Year**

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### **General Course Description**

*MYP Global Studies* encourages students to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. This interdisciplinary approach incorporates disciplines traditionally studied under the general term “the humanities”, as well as disciplines in the social sciences. Through this subject, students can engage with exciting, stimulating and personally relevant topics and issues. The study of *MYP Global Studies* helps students to critically appreciate the diversity of human history, culture, attitudes and beliefs.

### **MYP Aims**

*MYP Global Studies* belongs to the MYP Individuals and Societies subject group.

The aims of MYP Individuals and Societies are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity,
- understand the interactions and interdependence of individuals, societies and the environment,
- understand how both environmental and human systems operate and evolve,
- identify and develop concern for the well-being of human communities and the natural environment,
- act as responsible citizens of local and global communities,
- develop inquiry skills that lead towards conceptual understandings of the relationships between, individuals, societies and the environments in which they live.

### **MYP Assessment Objectives**

#### *A. Knowing and understanding*

Students develop factual and conceptual knowledge about individuals and societies.  
In order to reach the aims of individuals and societies.

#### *B. Investigating*

Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.

#### *C. Communicating*

Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.

#### *D. Thinking critically*

Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.

## Measurable Learning Outcomes

At the end of Grade 7, students should be able to:

### *A. Knowing and understanding*

- i. use vocabulary in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

### *B. Investigating*

- i. explain the choice of a research question
- ii. follow an action plan to explore a research question
- iii. collect and record relevant information consistent with the research question
- iv. reflect on the process and results of the investigation

### *C. Communicating*

- i. communicate information and ideas with clarity
- ii. organize information and ideas effectively for the task
- 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
- ii. use information to justify an opinion
- iii. identify and analyse a range of sources/data in terms of origin and purpose
- iv. identify different views and their implications.

## Course Evaluation

| Ministry of Education Rubric | Assessment Category | Percentage Weight in Grading Period |
|------------------------------|---------------------|-------------------------------------|
| Formative 1                  | Class Work          | 20%                                 |
| Formative 2                  | Assignments         | 20%                                 |
| Formative 3                  | Projects            | 30%                                 |
| Formative 4                  | Quizzes             | 15%                                 |
| Summative Assessment         | Tests               | 15%                                 |

## Grade Scale Distribution

In order to guarantee that the national education system will recognize the grades obtained by students during their MYP studies, teachers in the different subject groups use conversion tables to convert MYP scores to the Ecuadorian Ministry of Education grading system.

This is the conversion table that the MYP subjects use:

| MYP | Ministry of Education |
|-----|-----------------------|
| 8   | 10                    |
| 7   | 9                     |
| 6   | 8.5                   |
| 5   | 8                     |
| 4   | 7                     |
| 3   | 6                     |
| 2   | 5                     |
| 1   | 4                     |
| 0   | 0                     |

### Major Projects including links to Service Learning and Interdisciplinary projects

1st Term MYP Interdisciplinary Unit: *The Stock Market Game* (Individuals and Societies, Mathematics)

2nd Term MYP Interdisciplinary Unit: TBA

### MYP Global Studies: Eastern World Units

| 1st Semester                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2nd Semester                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>1st Partial</b></p> <ul style="list-style-type: none"> <li>• <b>1st MYP Unit Title:</b> Government, Citizenship and the World of Economics</li> <li>• <b>Key and related concepts:</b> Systems; Government, Citizenship</li> <li>• <b>Global Context:</b> Globalization and Sustainability</li> <li>• <b>Essential Question:</b> How do systems of government affect the roles of citizens and the different economic systems across the globe?</li> </ul> <p>In this MYP Unit, students will learn about how nations across the globe interact and form a world community. Students will also learn about the different world governments, how people participate in those governments, and how the different world governments influence the world's different economic systems. Students will also engage in an interdisciplinary project to help shape their knowledge of economics and the real-world effects of supply and demand.</p> <p><b>2nd Partial</b></p> <ul style="list-style-type: none"> <li>• <b>2nd MYP Unit Title:</b> Ancient civilizations and cultures of the Fertile Crescent, the Eastern Mediterranean and the Nile Valley</li> <li>• <b>Key and related concepts:</b> Time, place and space; Processes, Networks</li> </ul> | <p><b>1st Partial</b></p> <ul style="list-style-type: none"> <li>• <b>3rd MYP Unit Title:</b> The diverse regions and cultures of Africa</li> <li>• <b>Key and related concepts:</b> Global interactions; Resources, Conflict</li> <li>• <b>Global Context:</b> Fairness and development</li> <li>• <b>Essential Question:</b> How is the story of Africa the story of humankind?</li> </ul> <p>In this MYP Unit, students will learn about the diverse regions and cultures of Africa, from early humans to kingdoms and countries. Students will get to know how Africa's mineral wealth attracted the attention of other cultures, with terrible results. Students will also learn how European countries divided up Africa into colonies to gain resources and power.</p> <p><b>2nd Partial</b></p> <ul style="list-style-type: none"> <li>• <b>4th MYP Unit Title:</b> Civilizations and cultures of the Far East</li> <li>• <b>Key and related concepts:</b> Change; Patterns and trends, Diversity</li> <li>• <b>Global Context:</b> Orientation in space and time</li> <li>• <b>Essential Question:</b> What characteristics unite and divide the diverse civilizations and cultures of the Far East?</li> </ul> <p>Throughout this MYP Unit, students will learn about the geographical and historical forces that influenced and</p> |

- **Global Context:** Orientation in space and time
- **Essential Question:** How did the geography of the Fertile Crescent, the Eastern Mediterranean and the Nile Valley lead to the development of ancient advanced civilizations?

Throughout this MYP Unit, students will learn how some of the world's oldest civilizations developed in the region of Mesopotamia and the Eastern Mediterranean. Students will also learn how the ancient Egyptian civilization developed along the Nile River and discover the connections between Egypt and Kush.

changed where and how people have lived in different countries of the Far East, such as China, Japan, the Koreas and Vietnam.