

## Individuals & Societies - Subject Overview - MYP 2



\* All units taught in MYP Years 1-5 are continuously being developed and improved to best meet the needs of the students at LIS. Therefore, the following Subject Overview is only a reflection of current plans for the course. Some changes to this document may occur as a result of planning done throughout the academic year.

	Unit	Concepts	Global Context	Statement of Inquiry	Inquiry Questions	MYP Objectives ATL Skills	Content
Unit 1	<b>Unearthing the Past: Exploring Archaeology and Culture</b>	Systems Culture	Personal and cultural expression  Artistry, craft, creation, beauty	Social systems are shaped by people's values and beliefs which are expressed through the creation of cultural artifacts.	<b>Factual:</b> What is archaeology? What is culture? <b>Conceptual:</b> How can we learn about the past? <b>Debatable:</b> To what extent can we trust any historical evidence?	<b>Criterion B:</b> i, iii, iv <b>Criterion C:</b> i, ii <b>Criterion D:</b> i, ii, iii, iv <b>ATL Skills:</b> Communication Collaboration Organization Critical Thinking Creative Thinking	Understand cultural universals. How do archaeologists work? Excavations and report writing. Collaborate with classmates. Organize and write paragraphs (PEE) and reports. Analyze historical evidence-OPVL method.  Texts/Resources: Graphic organizers
Unit 2	<b>Legacies of the Ancient World</b>	Time, place and space  Innovation and Revolution	Scientific and technical innovation  Adaptation, Ingenuity, and Progress	In different times and places, human ingenuity can transform societies, leading to further innovation and progress.	<b>Factual:</b> What are the legacies of the ancient world?  <b>Conceptual:</b> How have the achievements of the ancient world shaped the development of modern technology?	<b>Criterion A:</b> i, ii <b>Criterion B:</b> i, ii, iii, iv <b>Criterion C:</b> i, ii, iii <b>ATL Skills:</b> Communication Organization Informational Literacy Media Literacy Creative Thinking	To understand ancient innovations. Examine other ancient legacies in culture and government. Engagement with Homer's <i>Odyssey</i> . Geography and the creation of city-states. Rise of the Roman Empire.  Texts/Resources: OVPLC Analysis PEEL Writing

					<b>Debatable:</b> Does innovation always lead to progress?		Graphic Organizers
<b>Unit 3</b>	<b>Crisis and Resilience: Growing up in the Middle Ages</b>	Global Interactions Processes	Orientation in Space and Time Exchange and Interaction	The exchange of ideas, goods, and people through global interactions can spark processes that have unintended effects.	<p><b>Factual:</b> How was feudal society organised? What were the Crusades and how were they justified? What was life like for everyday people?</p> <p><b>Conceptual:</b> How did the fall of the Western Roman Empire affect political change in Europe? What effects did the Black Death have on bringing social change to the Medieval European world?</p> <p><b>Debatable:</b> How did contemporary religious attitudes influence cross-cultural interactions in the Middle Ages, both in Europe and beyond? Where did the Black Death come from and how did it</p>	<p><b>Criterion A:</b> i, ii</p> <p><b>Criterion B:</b> i, ii, iv</p> <p><b>Criterion C:</b> i, ii, iii</p> <p><b>Criterion D:</b> i, ii, iii, iv</p> <p><b>ATL Skills:</b> Communication Collaboration Informational Literacy Critical Thinking</p>	<p>Fall of Rome Rise of the Frankish Kingdoms Early Christendom in Europe Medieval architecture, Feudal Society Crusades Black Death</p> <p>Texts/Resources: Graphic organizers Curated readings (primary/secondary sources)</p>

<p><b>Unit 4</b></p>	<p><b>The Islamic World: To and Through the Golden Age</b></p> <p><b>(IDU w/ Visual Art)</b></p>	<p>Change Identity</p>	<p>Orientation in Space and Time</p> <p>Heritage</p>	<p>The introduction of ideas and beliefs create change in societies giving rise to new cultural identities and heritages.</p>	<p>spread?</p> <p><b>Factual:</b> Does the way to create images art change as landscapes change? What is cultural heritage and how is it expressed differently in non-European societies?</p> <p><b>Conceptual:</b> What elements of one's cultural identity are represented in art? What elements of human experience contribute to creating culture, and how does culture change?</p> <p><b>Debatable:</b> Are cultural differences affected by natural landscapes or different identities? What leads to a society and culture's 'golden age', and how do we assess its impact and end?</p>	<p><b>Criterion A:</b> i, ii</p> <p><b>Criterion B:</b> i, ii</p> <p><b>Criterion C:</b> i, ii</p> <p><b>Criterion D:</b> i</p> <p><b>ATL Skills:</b> Communication Information Literacy Critical Thinking Creative Thinking</p>	<p>I&amp;S</p> <p>What is Islam?</p> <p>Spread of Islam</p> <p>Architecture</p> <p>Golden Age of Science</p> <p>Muslim Achievement</p> <p>Orientalism</p> <p>Muslim World Today</p> <p>Texts/Resources:</p> <p>E. Selove, <i>Baghdad at the Centre of a World, 8<sup>th</sup>-13<sup>th</sup> Century: An Introductory Textbook</i>, (Theran Press, 2019).</p> <p>E. Selove, <i>Popeye and Curly: 120 Days in Medieval Baghdad</i>, (Theran Press, 2021).</p> <p>OVPLC Analysis PEEL Writing Graphic Organizers</p> <p>Field trip to Islamic Religio-Cultural Centre (Ljubljana Mosque).</p>
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