

2023–2024 - Individuals & Societies - Subject Overviews - MYP 3



* 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	Revolutions	Time, Place, & Space Causality, Innovation & Revolution	Personal and cultural expression History of Ideas	In different times and places new ideas have led to revolutionary change often with long-lasting consequences.	Factual: What is a revolution? What are different types of revolutions? Conceptual: How does the use of propaganda influence the outcomes and perceptions of revolutions? Debatable: Do revolutions always lead to progress?	Criterion A: i, ii Criterion B: i, ii, iii, iv Criterion C: i, ii, iii Criterion D: i, ii, iii, iv ATL Skills Communication Organization Information Literacy Critical Thinking	Thinkers of the European Enlightenment Scientific Revolution French Revolution USA Revolution OVPLC Analysis PEEL Writing Graphic Organizers Texts/Resources: J.L. Collier & C. Collier, <i>My Brother Sam is Dead</i> , (Scholastic, 1974).
Unit 2	Rovers, Rapsallions, & Renegades: A Global History of Piracy	Global Interactions Power	Orientation in Space & Time Exchange	The global interactions of state and non-state actors are mediated by the ability to exploit power within networks of exchange.	Factual: What is piracy and how have states reacted to the problem? What does sovereignty mean? Conceptual: In what ways does the	Criterion A: i, ii Criterion B: i, ii, iii, iv Criterion C: i, ii, iii Criterion D: i, ii, iii, iv	Pirates: Fact vs. Fiction Golden Age of Piracy Rise of the Atlantic World States & Sovereignty Spanish American Silver Economy Global Trade in the Early Modern Era North Africa and the End of state-sponsored

				<p>historical reality of piracy differ from its manifestations in contemporary popular culture, and how did this image of pirates take over the cultural zeitgeist?</p> <p>Debatable: How was it that some pirates hunted and hanged, while others became national heroes or government officials?</p>	<p>ATL Skills Communication Collaboration Information Literacy Media Literacy Critical Thinking</p>	<p>‘piracy’.</p> <p>Texts/Resources: Selections from: C. Johnson, <i>A General History of the Pyrates</i>, (1724). Selection from: E. Marsh, <i>The Female Captive</i>, vols. 1-2, 1769. Selected readings from C. Vallar, <i>Pirates & Privateers: The History of Maritime Piracy</i>, available at: http://www.cindyvallar.com/pirates.html</p>
Unit 3	Perspectives on the Age of Exploration	Change Globalization	Globalization & Sustainability Diversity & Interconnection	<p>Globalization necessitates change as diverse populations are drawn into increasing interconnectedness with each other.</p> <p>Factual: How did Europeans approach other cultures and societies? Why did Europeans begin exploring the oceans in the 15th century?</p> <p>Conceptual: What is globalization and when did it begin? What are the challenges of cross-cultural communication?</p>	<p>Criterion A: i, ii Criterion B: i, ii, iii, iv Criterion C: i, ii, iii Criterion D: i, ii, iii, iv</p> <p>ATL Skills Communication Information Literacy Critical thinking</p>	<p>Understanding globalization Motivations for European exploration The Columbus and the Columbian Exchange De Gama Opens India. Indigenous populations in the Pacific. African Connections China and Japan Assessing Discovery and exploration.</p> <p>Texts/Resources: Various edited primary sources: Columbus, De Gama voyages, Mayan Codices.</p>

					<p>Debatable: Are the processes of globalization inherently destructive to diversity in the world?</p>		<p>OVPLC Analysis PEEL Writing Graphic Organizers</p> <p>Textbook chapter, other curated readings from online sources.</p>
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