

Individuals & Societies - Subject Overviews – MYP 5



* 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.

MYP 5	Unit	Concepts	Global Context	Statement of Inquiry	Inquiry Questions	MYP Objectives ATL Skills	Content
Unit 1	Hands Across the Water	Time, Place, & Space Causality Power	Globalization & Sustainability Commonality, diversity and interconnection	Managing conflicts in different times, places, and spaces requires a nuanced understanding of the interconnections between various factors, and effective intervention strategies that take into account the complex social, political, and economic realities of the situation.	<p>Factual: How do different cultures and societies perceive conflicts, and what role do these perceptions play in conflict resolution?</p> <p>Conceptual: How does the concept of power dynamics influence the approach to conflict management in various times and spaces?</p> <p>Debatable: Should international organizations have more authority in managing conflicts in different places, even if it means compromising on national</p>	<p>Criterion A: ii</p> <p>Criterion B: ii, iii</p> <p>Criterion C: i, ii, iii</p> <p>Criterion D: i, ii, iv</p> <p>ATL Skills Communication Collaboration Organization Affective Reflection Information Literacy Media Literacy Critical Thinking Creative Thinking Transfer</p>	The Cold War Berlin Wall Cuban Missile Crisis Dominoes in Asia Proxy Wars in Latin America Afghanistan & the Bear 1989 Communism Liberal-democracy J.L. Gaddis, <i>The Cold War: A New History</i> , Penguin.

					sovereignty?		
Unit 2	Naked Villainy (IDU with ELL)	Perspective Identity Power	Identities and relationships Teams, Affiliation, & Leadership	Point of view in literary texts and context from historical documents affect our perspective on historical leaders.	Factual: What were the primary historical events and societal factors that shaped the perspective of the people during the time of the historical leaders studied in this unit? Conceptual: In what ways do the literary techniques used to depict historical leaders in fiction differ from the methodologies employed in analyzing historical documents, considering factors such as bias, intent, and audience? Debatable: Should educational curricula prioritize the study of historical leaders through literary texts, historical documents, or a combination of both to provide a	Criterion A: ii Criterion B: i Criterion C: i ATL Skills Communication Collaboration Organization Affective Reflection Information Literacy Critical Thinking Creative Thinking Transfer	Shakespeare War of the Roses Richard III Texts/Resources: Shakespeare, <i>King Lear</i> .

					comprehensive and nuanced understanding of their impact on societies?		
Unit 3	Echoes of Empire	Systems Power	Fairness & Development Power & Privilege	The historical legacy of colonialism continues to influence power dynamics in the contemporary global context, and how these divisions play a role in both contributing to and challenging these dynamics in the pursuit of fairness and development.	<p>Factual: What were the key historical events and consequences of colonialism that continue to shape power dynamics among nations today?</p> <p>Conceptual: How do historical narratives and collective memory shape the conceptualization of fairness and development in the aftermath of colonialism?</p> <p>Debatable: To what extent does the historical legacy of colonialism perpetuate power imbalances, and how might addressing this legacy contribute to a more equitable</p>	<p>Criterion A: i, ii</p> <p>Criterion C: i, ii, iii</p> <p>ATL Skills Communication Collaboration Organization Affective Information Literacy Media Literacy Critical Thinking</p>	<p>Post-colonialism Colonialism in Africa and beyond Post-colonial Economies Culture of post-colonialism</p> <p>Texts/Resources: Various primary source readings. <i>A. Cesaire, A Discourse on Colonialism</i>, (1950). Documentaries such as <i>King Leopold's Ghost</i> (2006).</p>

					global order?		
Unit 4	The Industrial Revolution: Britain & Beyond	Change Innovation & Revolution	Science & Technical Innovation Modernization	Innovation and revolution have been catalysts for change, driving the process of modernization within societies.	<p>Factual: What were the primary factors that led to the emergence of the Industrial Revolution?</p> <p>Conceptual: How did the Industrial Revolution reshape societal hierarchies and class structures?</p> <p>What role did government policies play in either facilitating or impeding industrialization during this period?</p> <p>Debatable: Was the Industrial Revolution more beneficial or detrimental to human societies overall? Did the Industrial Revolution pave the way for greater equality and social mobility, or did it exacerbate existing</p>	<p>Criterion B: i, ii, iii</p> <p>Criterion D: i, ii, iii, iv</p> <p>ATL Skills Communication Information Literacy Critical Thinking</p>	<p>Why Britain? Efflorescence in History Factors of Production Extensive vs Intensive Economic Growth Technology & Change Work Life Rights of the Child Social Change The beginning of the end</p> <p>Texts/Resources: Primary sources, Parliamentary papers, reports.</p> <p>Marx & Engels, <i>The Communist Manifesto</i>. Various selected readings. Graphic organizers OVPL Analysis PEEL paragraphs</p>

					inequalities?		
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