

MYP Individuals and Societies – Grade 9

Topic/Unit Title	Key Concept	Related Concepts	Global Context /Exploration	ATL Skills	Statement of Inquiry	Service as action	Summative Assessment	Assessment Objectives
How do we decide what to produce?	Systems	Resources; Choice	Personal and cultural expression - entrepreneurship	Information literacy - access information to be informed and to inform others; Communication - read critically and for information; Critical-thinking - propose and evaluate a variety of solutions	Different individual choices by producers and consumers in a market system lead to the allocation of resources.	Students will use their research of unsustainable practices by large multinational corporations to raise awareness on the issue and encourage the school community to buy from companies that are more environmentally conscious.	How effective are government solutions to market failure? - students will create a 5-7 minute presentation that explores and evaluates different solutions to market failure [B,C] - Mid-term.	Criterion B: Investigating i. formulate/choose a clear and focused research question, explaining its relevance ii. formulate and follow an action plan to investigate a research question iii. use methods to collect and record relevant information iv. evaluate the process and results of the investigation, with guidance Criterion C: Communicating i. communicate information and ideas in a way that is appropriate for the audience and purpose ii. structure information and ideas according to the task instructions iii. create a reference list and cite sources of information
Can we make a fairer world through trade?	Global interactions	Causality; Identity; Processes	Fairness and development - inequality	Information literacy - gather and organize relevant information to	Global trade brings with it global responsibilities to make a future that	Students will create a mini-lesson on globalization that can be used	Essay on trade or aid - students will write an 800-1000 word essay that evaluates if trade or aid is better for	Criterion A: Knowing and understanding i. use range of terminology in content ii. demonstrate knowledge



				<p>formulate an argument; Critical-thinking - consider ideas from multiple perspectives; Media literacy - synthesize and ethically use information from a variety of sources and media</p>	is fair for all.	<p>as a teaching and learning resource in PYP to help students understand the causes and impact of different aspects of globalization.</p>	<p>development in third world countries and justify their arguments using appropriate real-world examples [A,D] - End of term.</p>	<p>and understanding of subject-specific content and concepts, through descriptions, explanations and examples. Criterion D: Thinking critically i discuss concepts, issues, models, visual representations and theories ii. synthesize information to make valid, well-supported arguments iii. analyze and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations iv. interpret different perspectives and their implications</p>
How have ideas and movements changed our society?	Change	Innovation and revolution; Culture	Personal and cultural expression - histories of ideas	<p>Organization - use appropriate strategies for organizing complex information; Media literacy - seek a range of perspectives from multiple and varied sources;</p>	Intellectual and ideological movements have led to innovations and revolutions in our culture and changed relationships within communities and between nations.	Students will have the opportunity to explore gender equality in the present day and gather data and statistics on abuses and inequalities females face around the	Impact of ideological and intellectual movements - students will create a 5-7 minute presentation analyzing how an intellectual or ideological movement has innovated and/or changed society [B,C] - Mid-term. Exam - students will write an exam comparing and	Impact of ideological and intellectual movements: Criterion B: Investigating i. formulate a clear and focused research question and justify its relevance ii. formulate and follow an action plan to investigate a research question iii. use research methods to collect and record appropriate, varied and



				<p>Transfer - combine current knowledge, understanding and skills to create products or solutions</p>		<p>world. They will use this research to advocate for greater gender equality through various modes of communication to the school community and beyond.</p>	<p>contrasting different political, economic and social ideologies covered in the unit and analyzing their impacts [A,D] - End of term.</p>	<p>relevant information</p> <p>iv. evaluate the process and results of the investigation</p> <p>Criteria C: Communicating</p> <p>i. communicate information and ideas effectively using an appropriate style for the audience and purpose</p> <p>ii. structure information and ideas in a way that is appropriate to the specified format</p> <p>iii. document sources of information using a recognized convention</p> <p>Criterion D: Thinking critically</p> <p>i. discuss concepts, issues, models, visual representations and theories</p> <p>ii. synthesize information to make valid, well-supported arguments</p> <p>iii. analyze and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations</p> <p>iv. interpret different perspectives and their implications</p> <p>Exam: Criterion A: Knowing and understanding</p>
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Why do countries go to war and why is peacemaking difficult?	Global interactions	Perspectives; Resources	Fairness and development - Peace and conflict management	Information literacy - access information to be informed and to inform others ; Critical-thinking - evaluate evidence and arguments; Collaboration - listen actively to other perspectives and ideas	Global competition for resources can be a cause of conflict and peacemaking is dependent on global cooperation and justice and proper conflict management.	Students will present a short news report on a present-day conflict to their MYP peers. They will inform students of possible war crimes and actions that need to be taken by the international community to reach a peaceful resolution to the fighting. They will also advocate for the rights of refugees of war and encourage the school	War research - students will identify the main causes and consequences of a twentieth-century conflict and evaluate the peacemaking process [A,B] - Mid-term. Peacemaking analysis - students will write a 600-700 word report identifying and evaluating what lessons can be drawn from a twentieth-century conflict for conflict prevention and peacemaking in the twenty-first century [C,D] - End of term.	War research: Criterion A: Knowing and understanding <ul style="list-style-type: none"> i. use a wide range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples Criterion B: Investigating <ul style="list-style-type: none"> i. formulate a clear and focused research question and justify its relevance ii. formulate and follow an action plan to investigate a research question iii. use research methods to collect and record appropriate, varied and relevant information iv. evaluate the process and results of the investigation Peacemaking analysis:



						community to take action in assisting refugees through various actions and platforms.		<p>Criteria C: Communicating</p> <ul style="list-style-type: none"> i. communicate information and ideas effectively using an appropriate style for the audience and purpose ii. structure information and ideas in a way that is appropriate to the specified format iii. document sources of information using a recognized convention <p>Criterion D: Thinking critically</p> <ul style="list-style-type: none"> i. discuss concepts, issues, models, visual representations and theories ii. synthesize information to make valid, well-supported arguments iii. analyze and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations iv. interpret different perspectives and their implications
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Please note: At times areas of the curriculum will change based on the learning needs and interests of the students.

