

MYP Individuals and Societies – Grade 7

Topic/Unit Title	Key Concept	Related Concepts	Global Context /Exploration	ATL Skills	Statement of Inquiry	Service as action	Summative Assessment	Assessment Objectives
What are human rights?	Time, place and space	Causality; Equity	Fairness and development - inequality	Communication - interpret and use effectively modes on non-verbal communication; Media literacy - seek multiple perspectives from multiple and varied sources; Critical-thinking - evaluate evidence and arguments	Human rights violations throughout time have caused inequality in the world.	Students will have the opportunity to share their human rights videos with their peers during advisory sessions and raise awareness on human rights issue while discussing action that needs to be taken to resolve it.	Human rights video - Students will create a short video that highlights a human right sviolation around the world and discuss possible steps to address the issue [A, C] - Mid-term.	Criterion 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. Criteria C: Communicating i. communicate information and ideas with clarity ii. organize information and ideas effectively iii. list sources of information in a way that follows the task instructions.
What impacts do humans have on natural environments?	Change	Perspective; Sustainability	Globalization and sustainability - human impact on the environment	Communication - structure information in summaries, essays and reports; Critical-thinking - gather and organize relevant information to formulate an argument; Reflection skills - consider ethical, cultural and	Human choices have led to global environmental change that may make our current way of life unsustainable.	Students will have the opportunity to present their work during Sustainability Week and advocate for better environmental conservation.	Natural environments report - Students will explain the features of an ecosystem from the unit and analyze the human impact on that environment. They will also explain and evaluate action taken to conserve their ecosystems [B, D] - End of term.	Criterion 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. Criterion D: Thinking critically i. identify the main points of ideas, events, visual representation or arguments



				environmental implications				<ul style="list-style-type: none"> ii. use information to justify an opinion iii. identify and analyze a range of sources/data in terms of origin and purpose iv. identify different views and their implications.
Where are all the people?	Change	Causality; Equity	Orientation in space and time - peoples	<p>Critical-thinking - develop contrary or opposing arguments;</p> <p>Organization - use appropriate strategies for organizing complex information;</p> <p>Collaboration - delegate and share responsibility for decision-making, encourage others to contribute</p>	Population change in certain places and times drives social and environmental change, but we must take action to ensure that the benefits are shared by all.	Students will create posters discussing the impact of migration and the benefits of a diverse multicultural society.	<p>Population presentations - Students will work in groups to create a presentation that explores and evaluates the impact of population policies for a country of their choice [B, C] - Midterm. Population essay - Students will write a 700-900 word essay using the prompt: Is population growth destructive or can it be viewed as a driver for development? [A, D] - End of term.</p>	<p>Population presentations Criterion B: Investigating</p> <ul style="list-style-type: none"> 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. <p>Criterion C: Communicating</p> <ul style="list-style-type: none"> 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. Population essay Criterion A: Knowing and understanding i. use range of terminology in content ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and



								examples. Criterion D: Thinking critically i. analyze concepts, issues, models, visual representation and/or theories ii. summarize information to make valid, well-supported arguments iii. analyze a range of sources/data in terms of origin and purpose, recognizing value and limitations iv. recognize different perspectives and explain 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.

