

Individuals and Societies

Subject Group Overview

North American History (to 1800) YEAR 0 (Grade 5)							
Unit Title	Key Concept	Related Concept(s)	Global Context and Exploration	Statement of Inquiry	MYP Objectives	ATL Skills	Content
Native American Cultures of North America	Time, Place, and Space	Culture	Personal and Cultural Expression Students will learn how cultures are shaped based on environmental factors in the regions that they inhabit.	Environment of a region influences culture	<u>Objective B:</u> Investigating	<u>Skill Category:</u> Communication	Students will: Explain societies that existed before 1500, Identify motivations for European settlement and exploration, describe early interactions with indigenous peoples, and examine the development of the Atlantic Slave trade and the exploitation of indigenous peoples and lands.
Early Colonization of North America	Global Interaction	Development	Identities and Relationships Motivation Independence	Ideas lead to conflict, conflict leads to change.	<u>Objective A:</u> Knowing and Understanding	<u>Skill Category:</u> Self-Management <i>Organization Skills</i> <u>Skill Category:</u> Thinking - <i>Creative Thinking Skills</i>	Students will: compare and contrast life within the North American colonies.
Events Leading up to the American Revolution	Change	Conflict Choice	Fairness and Development Rights and responsibilities	Ideas lead to conflict, conflict leads to change.	<u>Objective C:</u> Communicating <u>Objective D:</u> Thinking Critically	<u>Skill Category:</u> Self-Management: Reflection Skills Consider content -what did I learn today? -What don't I yet understand? -What questions do I have now?	Students will: Compare and contrast life within the North American colonies, Identify major conflicts between the colonies and England that led to the American Revolution, Describe the development of self-government in the British colonies.
American Revolution	Perspectives	Innovation and Revolution	Identities and Relationships Happiness and independence	Ideas lead to conflict, conflict leads to change.	Objective A: Knowing and Understanding	<u>Skill Category:</u> Thinking -Consider ideas from multiple perspectives.	Students will: Identify the major events of the American Revolution that led to the creation of a new independent nation, Compare and contrast how

							the American Revolution impacted the colonies and their people, Describe the purposes of the founding documents of the United States, Discuss the major issues debated during the development of the Constitution.
Minnesota Studies YEAR 1 (Grade 6)							
Unit Title	Key Concept	Related Concept(s)	Global Context and Exploration	Statement of Inquiry	MYP Objectives	ATL Skills	Content
Early Minnesota History	Time, Place and Space	Culture Sustainability	Identities and Relationships (Identity Formation)	Cultures achieve sustainability and identity relation by developing a relationship with the land.	<u>Objective A:</u> Knowing and Understanding <u>Objective B:</u> Investigating <u>Objective C:</u> Communicating	<u>Skill Category:</u> Research - <i>Information literacy skills</i>	Students will: Identify and recognize the 3 branches of the U.S. Government, compare/contrast the rights and responsibilities of citizens, distinguish the differences between federal, state, and local levels of the government, create and use various kinds of maps of places in Minnesota, locate, identify, and describe major physical features in Minnesota, and describe how land was used during different time periods in Minnesota history
Expansion and Reform	Change	Power Perspective	Fairness and Development (Power and Privilege)	Development spearheads change, based on power and perspective.	<u>Objective D:</u> Thinking Critically	<u>Skill Category:</u> Communication	Students will: Analyze how and why the United States and Dakota negotiated treaties, describe the consequences of treaties on the Native Americans and settlers in the Upper

							Mississippi region area
Early Conflict	Change	Conflict Ideology Interdependence	Personal and Cultural Expression (Social constructions of reality; philosophies and ways of life; belief systems; ritual and play)	Conflicts in cultural philosophies and ways of life in an interdependent society lead to change.	<u>Objective C:</u> Communicating	<u>Skill Category:</u> Thinking - <i>Critical thinking skills</i>	Students will: Explain the causes of the Civil War; describe how the debate over slavery and abolition played out in Minnesota, and explain reasons for the United States-Dakota War of 1862
Immigration and the Industrial Revolution	Global Interaction	Innovation Resources Growth	Scientific and Technical Innovation (Industrialization and engineering)	Industrialization and natural resources foster growth of global interactions, contributing to innovation and movement of populations.	<u>Objective A:</u> Knowing and Understanding	<u>Skill Category:</u> Communicating - <i>Communication skills</i>	Students will: Investigate the rise of big business, the growth of industry, and the use of natural resources, explore new technology and how it has influenced Minnesota's economy from 1860 to 1920, analyze the causes and impact of migration and immigration on Minnesota society during the late 19 th and early 20 th centuries
World War I and the 1920's	Systems	Cooperation Values	Globalization and Sustainability (Industrialization and Engineering)	Sustainable systems are generated with societal values and cooperation to maintain their place in global relationships.	<u>Objective A:</u> Knowing and Understanding	<u>Skill Category:</u> Self-Management - <i>Organization skills</i>	Students will: Describe the political and social culture of Minnesota during WW1 and how it affected Minnesotans
The Great Depression and World War II	Systems	Causality Scarcity Government	Globalization and Sustainability (Systems,	Economic scarcity can cause a society to become dependent on the	<u>Objective B:</u> Investigating	<u>Skill Category:</u> Research - <i>Media literacy skills</i>	Students will: Describe the movement of goods and services, resources and money through

			models, methods, product, processes and solutions)	government for sustainability.			markets in a market based economy, describe the political and social impact of the great depression and the new deal, identify contributions of Minnesota and its people to World War II and describe the impact of the war on the home front and Minnesota society after the war.
U.S. Studies (1800 - Present) YEAR 2 (Grade 7)							
Unit Title	Key Concept	Related Concept(s)	Global Context and Exploration	Statement of Inquiry	MYP Objectives	ATL Skills	Content
Expansion and Reform (1792-1861)	Time, Place, and Space	Innovation and Revolution (History)	Orientation in Space and Time (Natural and Human Landscapes)	Innovation and revolution influence our connections to natural and human landscapes.	<u>Objective A:</u> Knowing and Understanding	<u>Skill Category:</u> Communication <u>Skill Category:</u> Thinking - <i>Critical Thinking Skills</i>	Students will: Describe how the U.S. acquired its territory, Identify new innovations that transformed the development of the U.S., and Identify causes/ consequences of reform movements during the expansion of the U.S.
Civil War and Reconstruction (1852-1877)	Change	Conflict (History)	Identities and Relationships (Identity Formation)	Identities and roles develop and change as a result of conflict.	<u>Objective C:</u> Communicating <u>Objective D:</u> Thinking Critically	<u>Skill Category:</u> Communication - <i>Communication Skills</i>	Students will: Cite the main ideas of the debate over slavery and states' rights and how they led to war, Outline the major events and identify how economics and politics affected the outcome of the Civil War, and Describe the effects of the Civil War on all Americans.
Development of	Global	Mobility	Fairness and	Global interactions	<u>Objective C:</u>	<u>Skill Category:</u>	Students will: Explain the

an Industrial U.S. (1870-1920)	Interaction		Development (Imagining a hopeful future)	increase mobility and encourage a more hopeful future.	Communicating	Communication - <i>Communicating Skills</i>	economic impact of the Industrial Revolution, Analyze the consequences of economic transformation, Compare/contrast reform movements at the turn of the 20th Century, Analyze the effects of racism and legalized segregation on American society, Describe the events and strategies of the Women's Suffrage Movement. Evaluate the expanding role and influence of the US in global affairs, outline and the causes, major events, and political impact of WWI.
History Day, Jr, Project (Interdisciplinary Unit)	Communication Culture	Perspective (I/S, L/L) Structure (L/L) Intertextuality (L/L)	Personal and Cultural Expression (Histories of ideas, analysis and argument)	Well-structured research communicates the history of idea, analysis and argument found in multiple texts.	<u>Objective A:</u> Disciplinary Grounding <u>Objective B:</u> Synthesizing <u>Objective C:</u> Communicating <u>Objective D:</u> Reflecting	<u>Skill Category:</u> Communication - <i>Communicating Skills</i> <u>Skill Category:</u> Social - <i>Collaboration Skills</i> <u>Skill Category:</u> Self-Management - <i>Organization skills; Reflection skills</i> <u>Skill Category:</u> Research - <i>Information literacy skills; Media literacy</i>	Students will: apply historical thinking skills (Pose questions, gather, organize, and analyze primary/ secondary sources, write a thesis statement, present supported findings, cite sources)

						<i>skills</i>	
The Great Depression and WWII (1920-1945)	Systems	Casualty (Cause & Consequence)	Scientific and technical innovation (Ingenuity and Progress)	Systems of ingenuity and progress produce both positive and negative outcomes.	<u>Objective A:</u> Knowing and Understanding <u>Objective B:</u> Investigating	<u>Skill Category:</u> Communication - <i>Communication skills</i> <u>Skill Category:</u> Social - <i>Collaboration</i> <u>Skill Category:</u> Thinking - <i>Critical Thinking Skills</i>	Students will: Identify the causes of the Great Depression, describe the impact of the Great Depression and the New Deal, outline how the United States mobilized for World War II and describe the impact of the war at home.
Post-World War II United States (1945-1989)	Change	Continuity	Personal and Cultural Expression (Philosophies and Ways of Life)	Change interrupts continuity and influences our philosophies and ways of life.	<u>Objective D:</u> Thinking Critically	<u>Skill Category:</u> Social - <i>Collaboration skills</i> <u>Skill Category:</u> Self-Management - <i>Reflection Skills</i> <u>Skill Category:</u> Thinking - <i>Transfer Skills</i>	Identify the actions taken by the US to resist the spread of Communism, Analyze the effects of the Cold War on the people of the US, Compare and contrast the involvement and role of the US in global affairs, explain the economic boom and social transformation experienced by postwar US, Describe the changing role of the federal government in reshaping post-war society, compare and contrast the goals and tactics of various post-war movements.
The U.S. in a New Global Age (1980-Present)	Global Interaction	Identity	Globalization and Sustainability (Natural Resources and Public Goods)	Our identity is shaped by our interactions and relationship to natural resources and public goods.	<u>Objective D:</u> Thinking Critically	<u>Skill Category:</u> Communication	Students will: describe how new technologies have changed political, economic, and social interactions, analyze the changing relations between the US and the world in the beginning of the 21st Century.

Global Studies YEAR 3 (Grade 8)

Unit Title	Key Concept	Related Concept(s)	Global Context and Exploration	Statement of Inquiry	MYP Objectives	ATL Skills	Content
Introduction to Geography	Time, place, and space	Patterns and trends, culture	Orientation in Space and Time (natural and human landscapes)	The characteristics of a location have consequences on the growth and development of human culture.	<u>Objective A:</u> Knowing and Understanding <u>Objective D:</u> Thinking Critically	<u>Skill Category:</u> Self-management <u>Skill Category:</u> Research <u>Skill Category:</u> Thinking	Students will: -Identify basic geographical characteristics of the earth (continents, landforms, climate, environment) -Identify and use different types of maps (physical, political, thematic) -Accurately describe the absolute (lat/long) and relative location of a place/region -Analyze human adaptations to the characteristics of a place/region -Describe aspects of “surface” and “Deep” culture
The Cold War: US and Russia	Global Interaction	Causality, governance, power	Fairness and Development (Democracy, politics, government and civil society)	The interactions between the opposing ideas of the US and USSR greatly impacted the development “Third World” countries across the globe.	<u>Objective A:</u> Knowing and Understanding <u>Objective C:</u> communicating	<u>Skill Category:</u> Collaboration skills <u>Skill Category:</u> Research	-Compare and contrast the physical geography and demographics of the US and USSR -Compare and contrast different forms of government (democracy, monarchy, dictatorship) - Compare and contrast economic systems of the US and USSR (capitalism, communism) -Analyze the effect of the

							cold war on less developed countries
Globalization: East and Southeast Asia	Global Interaction	Globalization, trade, interdependence	Globalization and Sustainability (Markets)	Our lives are connected through trade	<u>Objective A:</u> Knowing <u>Objective D:</u> Thinking Critically	<u>Skill Category:</u> Self-management <u>Skill Category:</u> Communication	Students will understand how our global economic system connect people around the world and be able to develop a coherent argument about the favorability of world trade.
History Day	Change	Causality, significance, leadership	Identities and relationships (Personal efficacy and agency)	The actions of individuals and groups influence and are influenced by history.	<u>Objective A:</u> Knowing <u>Objective B:</u> Investigating <u>Objective C:</u> Communicating <u>Objective D:</u> Thinking Critically	<u>Skill Category:</u> Communication <u>Skill Category:</u> Social <u>Skill Category:</u> Self-Management <u>Skill Category:</u> Research <u>Skill Category:</u> Thinking	Students participate in an interdisciplinary research project focused on the 2017 NHD theme <i>Taking a Stand in History</i> . Students work in pairs or individually to pose and research questions about history, compile notes using primary and secondary sources, create an annotated bibliography and process paper, and present their finding through one of five project types. findings
The Refugee Crisis: Europe and the Middle East	Global interactions	Processes, disparity and equity, causality	Fairness and development (peace and conflict management)	Regional troubles cause global consequences and require worldwide response.	<u>Objective A:</u> Knowing <u>Objective D:</u> Thinking Critically	<u>Skill Category:</u> Communication <u>Skill Category:</u> Social <u>Skill Category:</u> Thinking	Students will understand the current refugee crisis facing Europe the causes of immigration and our basic human rights as laid out through the Universal Declaration of Human Rights and UN treaties on the rights of refugees.
Land Use in the	Time, place	Resources,	Globalization and	people change and	<u>Objective A:</u>	<u>Skill Category:</u>	Students will understand

Amazon: South America	and space	scarcity, processes, sustainability	Sustainability (Human impact on the environment; consumption, conservation, natural resources and public goods)	are changed by their environment	Knowing <u>Objective C:</u> Communicating	Communication <u>Skill Category:</u> Collaboration	different models of land use and participate in a mock trial to argue specific land claims in the amazon.
Colonialism: South Africa	change	Conflict, ideology, innovation and revolution	Identities and relationships (Human nature and human dignity)	The history of colonialism continues to shape Africa and the world.	<u>Objective A:</u> Knowing <u>Objective D:</u> Thinking Critically	<u>Skill Category:</u> Communication <u>Skill Category:</u> Self-Management <u>Skill Category:</u> Thinking	Students will understand the causes of colonialism in South Africa and the lasting impact of colonial rule both on the fight for independence and the construction of a stable and equitable nation.
Religion in the Middle East	Global Interactions	Culture, institutions, conflict, cooperation	Personal and cultural expression (Philosophies and ways of life, belief systems)	Religion both unites and divides life in the middle east and the world.	<u>Objective A:</u> Knowing <u>Objective D:</u> Thinking Critically	<u>Skill Category:</u> Research <u>Skill Category:</u> Thinking	Students will understand the foundations of 3 Abrahamic/monotheistic religions to arise in the middle east. Students will analyze the current political conflict in Israel/Palestine and use primary sources to evaluate competing land claims
U. S History YEAR 4 (Grade 9)							
Unit Title	Key Concept	Related Concept(s)	Global Context and Exploration	Statement of Inquiry	MYP Objectives	ATL Skills	Content
Theme 1: Native Americans	Change	Perspective, Culture, Conflict	Orientation in space and time; Civilizations and social histories, heritage, pilgrimage,	Historians use the context of space and time to explain how conflicts lead to change.	B: Investigating C: Communicating	Skill Categories: Communication, Research, Thinking	Students will consider the long term history of Native Americans and consider how the history they create would impact the present and future.

			migration displacement and exchange				
American Revolution	Change	Governance	Fairness and development; Justice, peace, and conflict management	Change occurs when governance is perceived as unfair.	C: Communicating D: Thinking Critically	Skill Categories: Communication, Thinking	Students will write an original history on one of the causes of the American Revolution and then use that to teach their topic to other students. Then, Students will evaluate different views regarding how and why government transitioned in colonial America.
Establishing a Nation	Systems	Governance	Fairness and development; Democracy, politics, government, and civil society	Societies struggle to establish political systems that promote fair development.	D: Thinking Critically	Skill Categories: Social, Research, Thinking	Students will consider the ongoing challenges our nation faces in establishing a just society under the Constitution. The Bill of Rights mock Supreme Court trials will allow students to consider the ongoing challenges of protecting individual rights in a diverse society; including how one person's rights may infringe on others' rights.
Theme 2: Fight for Rights: 19th Century Reformers	Change	Power, Cooperation	Fairness and development; Civic Responsibility	The fight for individual rights creates a more just society.	A: Knowing & Understanding D: Thinking Critically	Skill Categories: Communication, Thinking	Students will consider how and what reformers did to make changes in order to make a more just society.
Causes of the Civil War	Perspective	Causality	Personal expression; Philosophies and	Diverse perspectives lead to conflict and change.	A: Knowing & Understanding	Skill Categories: Communication, Research, Thinking	Students will consider diverse viewpoints from the time period as well as historical perspectives.

			ways of life				
The Civil War	Global Interaction	Perspective	Personal and cultural expression; Analysis and argument	Personal and political experiences across time and cultures lead to different perspectives.	A: Knowing & Understanding D: Thinking Critically	Skill Categories: Communication, Social, Research	Students will compare and contrast civil wars throughout history and around the globe, looking for common experiences and different perspectives.
Reconstruction	Relationships	Cooperation	Identities and relationships transformation of race and social relations	Individual relationships and cooperation affect cultural identities.	D: Thinking Critically	Skill Categories: Communication, Thinking	Students will consider the various plans for Reconstruction and evaluate if they were successful in promoting resilience in the South.
Theme 3: Immigration in US History	Time, Place, and Space	Interdependence	Orientation in space and time Civilizations and social histories, heritage; pilgrimage migration and displacement and exchange	Individual and cultural interdependence leads to new perspectives.	A: Knowing & Understanding B: Thinking Critically D: Thinking Critically	Skill Categories: Communication, Research, Thinking	The immigration report will consider how immigrants have changed American society.
Theme 4 America's role in the world	Global interaction	Significance	Globalization & Sustainability Markets and interconnections	Industrialization and globalization lead to cooperation as well as conflict.	D: Thinking Critically	Skill Categories: Thinking	The RAFT assignment will incorporate the themes of globalization, cooperation, and conflict, in addition to the traditional unit assessment.
Theme 5: Role of Government in U.S.	Systems	Ideology	Fairness & Development Power and privilege; authority, security, and freedom.	Ideologies regarding fairness and equality can lead to conflicts within society's framework.	D. Thinking Critically	Skill Categories: Thinking	Students will analyze a societal issue/conflict and devise solutions that may impact decisions and responsibilities in the future.

World History and Geography YEAR 5 (Grade 10)

Unit Title	Key Concept	Related Concept(s)	Global Context and Exploration	Statement of Inquiry	MYP Objectives	ATL Skills	Content
Foundations of Human History	Communitie s	Cooperation, Civilization, Culture	Identities and relationships (physical, psychological and social development)	Communities are created for the benefit of the individual and the group.	A: Knowing & Understanding C: Communicating	Skill Category: Communication	200,000 BCE-600 CE Farming and the rise of river valley civilizations
Post-Classical Era & Cross Cultural Interactions	Culture	Civilization, Culture, Resources	Orientation in space and time (civilizations and social histories)	Where you live influences how you live.	C: Communicating	Skill Category: Communication	600 CE - 1450 CE Civilizations and early contact within hemispheres
Emergence of the First Global Age	Global Interaction	Causality; Globalization	Scientific and technical innovation (adaptation, ingenuity and progress)	Global interactions have global consequences.	D: Thinking Critically	Skill Category: Research	1450 CE - 1750 CE Rise of Europe and global interactions between hemispheres
The Age of Revolutions	Change	Equity, Power, Innovation & Revolution	Fairness and development (democracy, politics, government and civil society)	Change happens for a reason.	C: Communicating	Skill Category: Thinking	1750 CE - 1900 CE Age of Absolutism followed by revolution
A Half Century of Crisis and Achievement	Global Interaction	Conflict, Ideology	Personal and cultural expression (products, systems and institutions)	Ideas drive people.	A: Knowing & Understanding D: Thinking Critically	Skill Category: Social	1900 CE - 1950 CE World War I & II
The New Global Age	Developmen t	Conflict, Globalization, Ideology, Patterns & Trends	Globalization and sustainability (commonality, diversity and interconnection)	Many factors shape development.	B: Investigating C: Communicating	Skill Category: Research	1950 CE - 1991 CE The Cold War and the collapse of communism