

Subject Group Overview

Individuals and societies (MYP 1)

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Identity Month Interdisciplinary Unit Individuals and societies	Connections Identity	Language and literature - English Self-expression Individuals and societies - Individuals and societies Identity, Perspective	Identities and relationships Transitions, Identity formation	Exploring our own narratives and those of others helps us understand our identities and make connections with others.	Language and literature - English B: Organizing i. employ organizational structures that serve the context and intention C: Producing text i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to support ideas D: Using language i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with	Communication <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Negotiate ideas and knowledge with peers and teachers Social <ul style="list-style-type: none"> II. Collaboration skills Working effectively with others Practise empathy Listen actively to other perspectives and ideas 	Strategies and processes writing processes Language features, structures, and conventions presentation techniques

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accuracy

Individuals and societies - Individuals and societies

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 research process and results

C: Communicating

- i. communicate information and ideas with clarity
- ii. organize information and ideas effectively for the task
- iii. list sources of information in a way that follows the task instructions

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
What is the role of identity Interdisciplinary Unit Individuals and societies Visual Arts	Identity Time, place and space		Identities and relationships Identity formation, Status, Roles and role models Visual Arts Orientation in space and time	We will explore how, no matter where we come from, our personal narratives, aesthetics, and perspectives help us to identify and communicate who we are.	Arts - Visual Arts B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied	Description Through exploring our identities and communicating who we are as individuals. Communication <ul style="list-style-type: none"> • I. Communication skills • Exchanging thoughts, messages 	purposeful application of elements and principles to create meaning in the arts, including but not limited to: visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern,

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Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Election Frenzy!	Change	Choice, Identity, Power, Processes	<p>Natural and human landscapes and resources, Heritage, Boundaries, Constraints and adaptation, Indigenous understanding</p> <p>Identities and relationships</p> <p>Competition and cooperation, Personal efficacy and agency, Happiness and the good life, Lifestyle choices, Moral reasoning and ethical judgment, Identity formation, Self-esteem, Status, Roles and role models, Affiliation and leadership, Attitudes, Independence</p>	<p>We will investigate how the political system and the electoral processes for the BC Provincial Government & the US Presidential election connect individuals and communities in reflecting big decisions, from a moral, ethical, and personal political perspective as we explore the democratic process of choosing who will be in power after these two elections.</p>	<p>A: Knowing and understanding</p> <p>i. use a wide range of terminology in context</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples</p> <p>B: Investigating</p> <p>iii. use research methods to collect and record appropriate, varied and relevant information</p> <p>iv. evaluate the research process and results</p> <p>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>D: Thinking critically</p> <p>i. discuss concepts, issues, models, visual</p>	<p>and information effectively through interaction</p> <ul style="list-style-type: none"> Give and receive meaningful feedback Share ideas with multiple audiences using a variety of digital environments and media <p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Give and receive meaningful feedback Use intercultural understanding to interpret communication Use a variety of speaking techniques to communicate with a variety of audiences Use appropriate forms of writing for different purposes and audiences Use a variety of media to communicate with a range of audiences Interpret and use effectively modes of non-verbal communication Negotiate ideas and knowledge with 	<p>repetition, balance, contrast, emphasis, rhythm, variety, unity, harmony</p> <p>imperialism and colonialism, and their continuing effects on indigenous peoples in Canada and around the world</p> <p>global demographic shifts, including patterns of migration and population growth</p> <p>nationalism and the development of modern nation-states, including Canada</p> <p>social, political, and economic systems and structures, including those of at least one indigenous civilization</p> <p>philosophical and cultural shifts</p> <p>changes in population and living standards</p>

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representation and theories

iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations
iv. interpret different perspectives and their implications

peers and teachers

- Participate in, and contribute to, digital social media networks

- Collaborate with peers and experts using a variety of digital environments and media
- Share ideas with multiple audiences using a variety of digital environments and media
- Reading, writing and using language to gather and communicate information
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Use and interpret a range of discipline-specific terms and symbols
- Write for different purposes
- Understand and use mathematical notation
- Paraphrase accurately and concisely
- Preview and skim texts to build understanding
- Take effective notes in class

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- Make effective summary notes for studying
- Use a variety of organizers for academic writing tasks
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media
- Organize and depict information logically
- Structure information in summaries, essays and reports

Research

- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Collect, record and verify data
- Access information to be informed and inform others
- Make connections between various sources of information
- Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information
- Use memory techniques to develop long-term memory
- Present information

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- in a variety of formats and platforms
- Collect and analyse data to identify solutions and make informed decisions
- Process data and report results
- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- Understand and use technology systems
- Use critical literacy skills to analyse and interpret media communications
- Understand and implement intellectual property rights
- Create references and citations, use footnotes/endnotes and construct bibliography according to recognised conventions
- Identify primary and secondary sources
- VII. Media literacy skills
- Interacting with media to use and create ideas and information
- Locate, organize, analyse, evaluate, synthesise and ethically use information from a

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Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Where am I?	Time, place and space	Resources, Perspective	Orientation in space and time Boundaries	The use of maps provides insight into time place and place, expressing complex data and statistics visually, and showing us how the world changes over	A: Knowing and understanding i. use vocabulary in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, using	<p>variety of sources and media (including digital social media and online networks)</p> <ul style="list-style-type: none"> • Demonstrate awareness of media interpretations of events and ideas (including digital social media) • Make informed choices about personal viewing experiences • Understand the impact of media representations and modes of presentation • Seek a range of perspectives from multiple and varied sources • Communicate information and ideas effectively to multiple audiences using a variety of media and formats • Compare, contrast and draw connections among (multi)media resources <p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> • I. Communication skills • Exchanging thoughts, messages and information effectively through 	the urbanization and migration of people roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples

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time, affected by the different perspectives of both the map maker and map reader.

descriptions, explanations and examples

D: Thinking critically
i. identify the main points of ideas, events, visual representation or arguments
iii. identify and analyse a range of sources/data in terms of origin and purpose
iv. identify different views and their implications

interaction

- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Negotiate ideas and knowledge with peers and teachers
- Reading, writing and using language to gather and communicate information
- Read critically and for comprehension
- Make inferences and draw conclusions
- Use and interpret a range of discipline-specific terms and symbols
- Understand and use mathematical notation
- Paraphrase accurately and concisely
- Preview and skim texts to build understanding
- Make effective summary notes for studying
- Find information for

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disciplinary and interdisciplinary inquiries, using a variety of media

- Organize and depict information logically

Thinking

- VIII. Critical thinking skills
- Analysing and evaluating issues and ideas
- Practise observing carefully in order to recognise problems
- Gather and organize relevant information to formulate an argument
- Recognise unstated assumptions and bias
- Interpret data
- Evaluate evidence and arguments
- Recognise and evaluate propositions
- Draw reasonable conclusions and generalizations
- Test generalizations and conclusions
- Revise understanding based on new information and evidence
- Formulate factual, topical, conceptual and debatable questions
- Consider ideas from multiple perspectives
- Use models and simulations to explore complex

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Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
What does it mean to be a global citizen?	Global interaction Systems	Globalization, Resources, Sustainability, Causality (cause and consequence)	<p>Orientation in space and time</p> <p>Natural and human landscapes and resources</p> <p>Scientific and technical innovation</p> <p>Globalization and sustainability</p> <p>Human impact on the environment, Population and demography, Natural resources and public goods, Urban planning</p> <p>Fairness and development</p> <p>Social entrepreneurs</p>	Global problems are a reality but individuals have the power and choice to make a positive difference.	<p>A: Knowing and understanding</p> <p>i. use vocabulary in context</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples</p> <p>B: Investigating</p> <p>iii. collect and record relevant information consistent with the research question</p> <p>iv. reflect on the research process and results</p> <p>C: Communicating</p> <p>i. communicate information and ideas with clarity</p> <p>ii. organize information and ideas effectively for the task</p> <p>D: Thinking critically</p> <p>iii. identify and analyse a range of sources/data in terms of origin and purpose</p>	<p>Description</p> <p>Self-management</p> <ul style="list-style-type: none"> • III. Organization skills • Managing time and tasks effectively • Plan short- and long-term assignments; meet deadlines • Create plans to prepare for summative assessments (examinations and performances) • Keep and use a weekly planner for assignments • Set goals that are challenging and realistic • Plan strategies and take action to achieve personal and academic goals • Bring necessary equipment and supplies to class • Keep an organized and logical system of information files/notebooks • Use appropriate strategies for organizing complex information • Understand and use sensory learning preferences (learning styles) • Select and use technology 	systems and issues the urbanization and migration of people different systems of government

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Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Why do we study History?	Systems	Culture, Perspective	<p>Orientation in space and time</p> <p>Natural and human landscapes and resources, Migration, Epochs, Eras, Turning points and “big history”, Scale, Duration, Frequency and</p>	We will understand that historians attempt to reconstruct the past through examining and analyzing historical sources using a variety of skills and techniques.	<p>A: Knowing and understanding</p> <p>i. use a range of terminology in context</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and</p>	<p>effectively and productively</p> <ul style="list-style-type: none"> • V. Reflection skills • (Re-)considering the process of learning; choosing and using ATL skills • Develop new skills, techniques and strategies for effective learning • Consider content • What questions do I have now? • Consider ATL skills development • What can I already do? • Consider personal learning strategies • What can I do to become a more efficient and effective learner? • Focus on the process of creating by imitating the work of others • Consider ethical, cultural and environmental implications <p>Description</p> <p>Research</p> <ul style="list-style-type: none"> • VI. Information literacy skills • Finding, interpreting, judging and creating information • Collect, record and verify data • Access information 	<p>anthropological origins of humans</p> <p>human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources features and characteristics of civilizations, and factors</p>

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variability, Exchange and interaction, Indigenous understanding

examples

B: Investigating

- iii. use the methods to collect and record relevant information
- iv. evaluate the research process and results, with guidance

C: Communicating

- ii. structure information and ideas according to the task instructions
- iii. create a reference list and cite sources of information

D: Thinking critically

- ii. summarize information to make valid, well supported arguments
- iii. analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations
- iv. recognize different perspectives and explain their implications

to be informed and inform others

- Make connections between various sources of information
- Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information
- Present information in a variety of formats and platforms
- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- Create references and citations, use footnotes/endnotes and construct bibliography according to recognised conventions
- Identify primary and secondary sources
- VII. Media literacy skills
- Interacting with media to use and create ideas and information
- Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources

that led to their rise and fall interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration the urbanization and migration of people global poverty and inequality issues, including class structure and gender different systems of government regional and international conflict

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and media (including digital social media and online networks)

- Demonstrate awareness of media interpretations of events and ideas (including digital social media)
- Understand the impact of media representations and modes of presentation
- Seek a range of perspectives from multiple and varied sources
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Thinking

- VIII. Critical thinking skills
- Analysing and evaluating issues and ideas
- Practise observing carefully in order to recognise problems
- Gather and organize relevant information to formulate an argument
- Recognise unstated assumptions and bias
- Interpret data
- Evaluate evidence and arguments
- Recognise and evaluate propositions

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Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
The struggle to innovate in history	Development	Equity, Globalization, Innovation and revolution, Resources, Causality (cause and consequence)	Scientific and technical innovation Ingenuity and progress, Opportunity, Modernization, Principles and discoveries	We will investigate how innovations and developments in technology have affected changed the course of human history	A: Knowing and understanding ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples B: Investigating iii. collect and record relevant information consistent with the	<ul style="list-style-type: none"> • Draw reasonable conclusions and generalizations • Test generalizations and conclusions • IX. Creative thinking skills • Generating novel ideas and considering new perspectives • Use brainstorming and visual diagrams to generate new ideas and inquiries • Make unexpected or unusual connections between objects and/or ideas • X. Transfer skills • Utilizing skills and knowledge in multiple contexts • Inquire in different contexts to gain a different perspective • Change the context of an inquiry to gain different perspectives 	global poverty and inequality issues, including class structure and gender roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples economic policies and resource management, including effects on indigenous peoples

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Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Indigenous Peoples and Governmental Relationships	Global interaction	Power, Causality (cause and consequence), Resources, Culture, Equity, Identity, Perspective	<p>Identities and relationships</p> <p>Physical, psychological and social development, Health and well-being, Moral reasoning and ethical judgment, Identity formation, Self-esteem, Roles and role models, Attitudes, Independence</p> <p>Orientation in space and time</p> <p>Natural and human landscapes and resources, Civilizations and social histories, Heritage, Migration, Displacement and exchange, Eras, Turning points and “big history”, Peoples,</p>	We will investigate how the relationship between land and the people who inhabit it can define the culture, politics and history of a nation	<p>research question</p> <p>C: Communicating</p> <p>i. communicate information and ideas with clarity</p> <p>ii. organize information and ideas effectively for the task</p> <p>iii. list sources of information in a way that follows the task instructions</p> <p>D: Thinking critically</p> <p>iii. identify and analyse a range of sources/data in terms of origin and purpose</p> <p>A: Knowing and understanding</p> <p>i. use vocabulary in context</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples</p> <p>B: Investigating</p> <p>i. explain the choice of a research question</p> <p>iii. collect and record relevant information consistent with the research question</p> <p>C: Communicating</p> <p>i. communicate information and ideas with clarity</p> <p>ii. organize information and ideas effectively for the task</p>		<p>globalization and economic interdependence</p> <p>international co-operation and responses to global issues</p> <p>regional and international conflict</p> <p>media technologies and coverage of current events</p> <p>the urbanization and migration of people</p> <p>roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples</p> <p>different systems of government</p> <p>regional and international conflict</p>

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Boundaries, Evolution, Indigenous understanding

Fairness and development

Power and privilege, Imagining a hopeful future, Human capability and development, Social entrepreneurs, Democracy, Politics, Government and civil society, Inequality, Difference and inclusion, Rights, Law, Civic responsibility and the public sphere, Justice, Peace and conflict management, Authority, Security and freedom, Ecology and disparate impact

iii. list sources of information in a way that follows the task instructions

D: Thinking critically

i. identify the main points of ideas, events, visual representation or arguments

ii. use information to give an opinion

iii. identify and analyse a range of sources/data in terms of origin and purpose

iv. identify different views and their implications

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Barbarians and Empires	Global interaction	Globalization, Identity, Power, Resources, Causality (cause and consequence), Sustainability, Choice, Culture	<p>Orientation in space and time</p> <p>Natural and human landscapes and resources, Civilizations and social histories, Migration, Displacement and exchange, Epochs, Eras, Turning points and “big history”, Peoples, Exchange and interaction, Constraints and adaptation, Indigenous understanding</p>	We will understand through an investigation into the Fall of Rome and the Rise of the Norse, how turning points in history such as the rise and fall of Empires are based upon the individuals and communities within them and their interconnectedness of place and peoples within the wider world.	<p>A: Knowing and understanding</p> <p>i. use a range of terminology in context</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples</p> <p>B: Investigating</p> <p>i. formulate/choose a clear and focused research question, explaining its relevance</p> <p>ii. formulate and follow</p>	<p>Description</p> <p>Social</p> <ul style="list-style-type: none"> • II. Collaboration skills • Working effectively with others • Practise empathy • Delegate and share responsibility for decision-making • Help others to succeed • Take responsibility for one’s own actions • Manage and resolve conflict and work collaboratively in teams 	human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources features and characteristics of civilizations, and factors that led to their rise and fall interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration

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Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Colonies to Countries	Change Development Global interaction Identity	Causality (cause and consequence), Globalization, Identity,	Identities and relationships	The birth of colonies led to the birth of the modern world.	<p>an action plan to investigate a research question</p> <p>iii. use the methods to collect and record relevant information</p> <p>iv. evaluate the research process and results, with guidance</p> <p>C: Communicating</p> <p>i. communicate information and ideas in a way that is appropriate for the audience and purpose</p> <p>ii. structure information and ideas according to the task instructions</p> <p>iii. create a reference list and cite sources of information</p> <p>D: Thinking critically</p> <p>i. analyse concepts, issues, models, visual representation and/or theories</p> <p>ii. summarize information to make valid, well supported arguments</p> <p>iii. analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations</p> <p>iv. recognize different perspectives and explain their implications</p> <p>B: Investigating</p> <p>i. explain the choice of a research question</p> <p>ii. follow an action plan</p>	<ul style="list-style-type: none"> Listen actively to other perspectives and ideas Negotiate effectively Encourage others to contribute Exercise leadership and take on a variety of roles within groups <p>Subject specific skills, knowledge and understandings</p> <ul style="list-style-type: none"> XI. Subject specific skills Custom ATL skills Other 	<p>the urbanization and migration of people</p> <p>different systems of government</p> <p>globalization and economic interdependence</p> <p>regional and international conflict</p> <p>the urbanization and migration of people</p> <p>global poverty and inequality issues,</p>

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	Time, place and space	Innovation and revolution, Resources	<p>Competition and cooperation, Happiness and the good life, Transitions, Affiliation and leadership</p> <p>Globalization and sustainability</p> <p>Human impact on the environment, Population and demography, Diversity and interconnection, Scarcity</p> <p>Fairness and development</p> <p>Imagining a hopeful future, Human capability and development</p>		<p>to explore a research question</p> <p>iii. collect and record relevant information consistent with the research question</p> <p>iv. reflect on the research process and results</p> <p>D: Thinking critically</p> <p>i. identify the main points of ideas, events, visual representation or arguments</p> <p>ii. use information to give an opinion</p> <p>iii. identify and analyse a range of sources/data in terms of origin and purpose</p> <p>iv. identify different views and their implications</p>	<ul style="list-style-type: none"> • Build consensus • Self-management • III. Organization skills • Managing time and tasks effectively • Plan short- and long-term assignments; meet deadlines • Create plans to prepare for summative assessments (examinations and performances) • Keep and use a weekly planner for assignments 	including class structure and gender
Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
News, Weather and Sports	Culture Global interaction Logic Perspective Time, place and space	Innovation and revolution, Causality (cause and consequence), Culture, Globalization	<p>Scientific and technical innovation</p> <p>Processes and solutions, Ingenuity and progress, Opportunity, Consequences and responsibility, Modernization, Digital life</p> <p>Globalization and sustainability</p> <p>Diversity and interconnection, Strategy and infrastructure</p>	Different media portray modern and past events differently.	<p>A: Knowing and understanding</p> <p>i. use vocabulary in context</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples</p> <p>B: Investigating</p> <p>i. explain the choice of a research question</p> <p>ii. follow an action plan to explore a research question</p> <p>iii. collect and record relevant information</p>		<p>globalization and economic interdependence</p> <p>international co-operation and responses to global issues</p> <p>media technologies and coverage of current events</p>

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consistent with the research question
 iv. reflect on the research process and results
C: Communicating
 iii. list sources of information in a way that follows the task instructions
D: Thinking critically
 i. identify the main points of ideas, events, visual representation or arguments
 ii. use information to give an opinion
 iii. identify and analyse a range of sources/data in terms of origin and purpose

Individuals and societies (MYP 2)

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Time Before History	Change Development	Innovation and revolution, Choice	Identities and relationships Competition and cooperation, Physical, psychological and social development, Identity formation Scientific and technical innovation Processes and solutions, Adaptation, Ingenuity and progress, Risk	Change and adaptation allowed early humans to survive and progress.	A: Knowing and understanding i. use a range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples B: Investigating iii. use the methods to collect and record relevant information iv. evaluate the research process and results, with guidance C: Communicating	Research • VI. Information literacy skills • Finding, interpreting, judging and creating information • Collect, record and verify data • Make connections between various sources of information • Collect and analyse data to identify solutions and make informed decisions • Identify primary and secondary sources • VII. Media literacy skills	anthropological origins of humans human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources

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ii. structure information and ideas according to the task instructions

D: Thinking critically

i. analyse concepts, issues, models, visual representation and/or theories

iii. analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations

iv. recognize different perspectives and explain their implications

- Interacting with media to use and create ideas and information
- Compare, contrast and draw connections among (multi)media resources

Thinking

- VIII. Critical thinking skills
- Analysing and evaluating issues and ideas
- Practise observing carefully in order to recognise problems
- Recognise unstated assumptions and bias
- Interpret data
- Evaluate evidence and arguments
- IX. Creative thinking skills
- Generating novel ideas and considering new perspectives
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Consider multiple alternatives, including those that might be unlikely or impossible
- Practise visible thinking strategies and techniques
- X. Transfer skills
- Utilizing skills and knowledge in

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Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Early Civilizations - Survive and Thrive	Change Communities Culture Development Relationships	Causality (cause and consequence), Processes	Orientation in space and time Civilizations and social histories, Migration, Peoples, Exchange and interaction	By understanding how a civilization thrived and survived, one can appreciate the struggles and hurdles people have faced to reach this point.	A: Knowing and understanding i. use a range of terminology in context B: Investigating i. formulate/choose a clear and focused research question, explaining its relevance iii. use the methods to collect and record relevant information C: Communicating i. communicate information and ideas in a way that is appropriate for the audience and purpose D: Thinking critically i. analyse concepts, issues, models, visual representation and/or theories ii. summarize information to make valid, well supported arguments iv. recognize different perspectives and explain their implications	multiple contexts • Transfer current knowledge to learning of new technologies Description Self-management • III. Organization skills • Managing time and tasks effectively • Keep and use a weekly planner for assignments • Set goals that are challenging and realistic • IV. Affective skills • Managing state of mind • Mindfulness • Practise focus and concentration • Practise strategies to develop mental focus	human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources features and characteristics of civilizations, and factors that led to their rise and fall interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration different systems of government

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Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
<p>Early Civilisations - Arise, thrive and survive?</p> <p>Interdisciplinary Unit Mathematics</p>	Change	<p>Individuals and societies - Individuals and societies</p> <p>Causality (cause and consequence), Culture, Innovation and revolution</p> <p>Mathematics - Mathematics Generalization</p> <p>Other: Connect subject with concepts</p>	<p>Orientation in space and time</p> <p>Civilizations and social histories, Heritage, Pilgrimage, Migration, Displacement and exchange, Turning points and “big history”, Scale, Duration, Exchange and interaction, Evolution, Constraints and adaptation, Indigenous understanding</p> <p>Mathematics</p>	We will examine how civilizations have developed at different times and locations bringing about changes and innovations that influence how we view knowledge.	<p>Individuals and societies - Individuals and societies</p> <p>A: Knowing and understanding</p> <p>i. use a range of terminology in context</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples</p> <p>B: Investigating</p> <p>i. formulate/choose a clear and focused research question, explaining its relevance</p> <p>ii. formulate and follow an action plan to investigate a research question</p> <p>iii. use the methods to collect and record relevant information</p> <p>iv. evaluate the research process and results, with guidance</p> <p>C: Communicating</p> <p>i. communicate information and ideas in a way that is appropriate for the audience and purpose</p> <p>ii. structure information and ideas according to the task instructions</p> <p>iii. create a reference list</p>	<p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Use intercultural understanding to interpret communication Use a variety of media to communicate with a range of audiences Share ideas with multiple audiences using a variety of digital environments and media Reading, writing and using language to gather and communicate information Read a variety of sources for information and for pleasure Paraphrase accurately and concisely Organize and depict information logically 	<p>anthropological origins of humans</p> <p>human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources features and characteristics of civilizations, and factors that led to their rise and fall</p> <p>origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas</p> <p>scientific, philosophical, and technological developments interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration</p> <p>social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas</p> <p>the urbanization and migration of people</p> <p>global poverty and inequality issues, including class structure and gender</p> <p>different systems of government</p>

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Why do we study History?	Systems	Culture, Perspective	<p>Orientation in space and time</p> <p>Natural and human landscapes and resources, Migration, Epochs, Eras, Turning points and “big history”, Scale, Duration, Frequency and variability, Exchange and interaction, Indigenous understanding</p>	We will understand that historians attempt to reconstruct the past through examining and analyzing historical sources using a variety of skills and techniques.	<p>and cite sources of information</p> <p>D: Thinking critically</p> <p>i. analyse concepts, issues, models, visual representation and/or theories</p> <p>ii. summarize information to make valid, well supported arguments</p> <p>iii. analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations</p> <p>iv. recognize different perspectives and explain their implications</p> <p>A: Knowing and understanding</p> <p>i. use a range of terminology in context</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples</p> <p>B: Investigating</p> <p>iii. use the methods to collect and record relevant information</p> <p>iv. evaluate the research process and results, with guidance</p> <p>C: Communicating</p> <p>ii. structure information and ideas according to the task instructions</p>	<p>Description</p> <p>Research</p> <ul style="list-style-type: none"> • VI. Information literacy skills • Finding, interpreting, judging and creating information • Collect, record and verify data • Access information to be informed and inform others • Make connections between various sources of information • Understand the benefits and limitations of personal sensory learning preferences when accessing, 	<p>international co-operation and responses to global issues</p> <p>media technologies and coverage of current events</p> <p>anthropological origins of humans</p> <p>human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources features and characteristics of civilizations, and factors that led to their rise and fall</p> <p>interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration</p> <p>the urbanization and migration of people</p> <p>global poverty and</p>

Subject Group Overview

iii. create a reference list and cite sources of information

D: Thinking critically

ii. summarize

information to make valid, well supported arguments

iii. analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations

iv. recognize different perspectives and explain their implications

processing and recalling information

- Present information in a variety of formats and platforms
- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- Create references and citations, use footnotes/endnotes and construct bibliography according to recognised conventions
- Identify primary and secondary sources
- VII. Media literacy skills
- Interacting with media to use and create ideas and information
- Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)
- Demonstrate awareness of media interpretations of events and ideas (including digital social media)
- Understand the impact of media representations and

inequality issues, including class structure and gender different systems of government regional and international conflict

Subject Group Overview

modes of presentation

- Seek a range of perspectives from multiple and varied sources
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Thinking

- VIII. Critical thinking skills
- Analysing and evaluating issues and ideas
- Practise observing carefully in order to recognise problems
- Gather and organize relevant information to formulate an argument
- Recognise unstated assumptions and bias
- Interpret data
- Evaluate evidence and arguments
- Recognise and evaluate propositions
- Draw reasonable conclusions and generalizations
- Test generalizations and conclusions
- IX. Creative thinking skills
- Generating novel ideas and considering new perspectives
- Use brainstorming

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Barbarians and Empires	Global interaction	Globalization, Identity, Power, Resources, Causality (cause and consequence), Sustainability, Choice, Culture	<p>Orientation in space and time</p> <p>Natural and human landscapes and resources, Civilizations and social histories, Migration, Displacement and exchange, Epochs, Eras, Turning points and “big history”, Peoples, Exchange and interaction, Constraints and adaptation, Indigenous understanding</p>	We will understand through an investigation into the Fall of Rome and the Rise of the Norse, how turning points in history such as the rise and fall of Empires are based upon the individuals and communities within them and their interconnectedness of place and peoples within the wider world.	<p>A: Knowing and understanding</p> <p>i. use a range of terminology in context</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples</p> <p>B: Investigating</p> <p>i. formulate/choose a clear and focused research question, explaining its relevance</p> <p>ii. formulate and follow an action plan to investigate a research question</p> <p>iii. use the methods to collect and record relevant information</p> <p>iv. evaluate the research process and results,</p>	<p>Description</p> <p>Social</p> <ul style="list-style-type: none"> • II. Collaboration skills • Working effectively with others • Practise empathy • Delegate and share responsibility for decision-making • Help others to succeed • Take responsibility for one’s own actions • Manage and resolve conflict and work collaboratively in teams • Listen actively to other perspectives and ideas • Negotiate effectively • Encourage others to contribute • Exercise leadership and take on a variety 	<p>and visual diagrams to generate new ideas and inquiries</p> <ul style="list-style-type: none"> • Make unexpected or unusual connections between objects and/or ideas • X. Transfer skills • Utilizing skills and knowledge in multiple contexts • Inquire in different contexts to gain a different perspective • Change the context of an inquiry to gain different perspectives <p>human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources features and characteristics of civilizations, and factors that led to their rise and fall interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration the urbanization and migration of people different systems of government globalization and economic interdependence regional and</p>

Subject Group Overview

with guidance
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
D: Thinking critically
 i. analyse concepts, issues, models, visual representation and/or theories
 ii. summarize information to make valid, well supported arguments
 iii. analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations
 iv. recognize different perspectives and explain their implications

of roles within groups international conflict
Subject specific skills, knowledge and understandings
 • XI. Subject specific skills
 • Custom ATL skills
 • Other

Individuals and societies (MYP 3)

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Who am I, why am I here, and Where is Here!!	Time, place and space	Culture, Perspective, Resources	Identities and relationships Happiness and the good life, Physical, psychological and social development, Identity formation, Human nature and	We will investigate how identity formation and development of social and cultural relationships and norms are affected by the relative and absolute position of humans, with specific reference	A: Knowing and understanding i. use a wide range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions,	Description Social • II. Collaboration skills • Working effectively with others • Practise empathy • Help others to succeed • Take responsibility	political, social, economic, and technological revolutions imperialism and colonialism, and their continuing effects on

Subject Group Overview

human dignity

to abstract and physical aspects of both local and national life in Canada.

explanations and examples

B: Investigating

iii. use research methods to collect and record appropriate, varied and relevant information
iv. evaluate the research process and results

C: Communicating

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

D: Thinking critically

ii. synthesize information to make valid, well supported arguments
iv. interpret different perspectives and their implications

for one's own actions

Self-management

- III. Organization skills
- Managing time and tasks effectively
- Keep and use a weekly planner for assignments
- Bring necessary equipment and supplies to class
- IV. Affective skills
- Managing state of mind
- Mindfulness
- Practise focus and concentration
- Self-motivation
- Practise managing self-talk
- V. Reflection skills
- (Re-)considering the process of learning; choosing and using ATL skills
- Consider content
- What did I learn about today?
- Consider ATL skills development
- What can I already do?
- Consider personal learning strategies
- What can I do to become a more efficient and effective learner?

indigenous peoples in Canada and around the world

global demographic shifts, including patterns of migration and population growth

nationalism and the development of modern nation-states, including Canada

In this unit the students will set about looking at who they are and where they come from

We will discuss the concept of being indigenous or an immigrant or indeed possibly both depending on where you are.

WE will look at the concept of borders both as a reality and as a construct and how some people have different borders to others.

We will consider the reasons for going to or from a place

We will address the idea of who defines what land is and where we come from – and what that says about our understanding of the

Subject Group Overview

world around us.

We will define our understanding of our surroundings by looking at maps, including political, religious and physical maps, looking at who created those maps and why.

We will investigate the role of things like religion and ideologies in general in defining our world,

We will look at the way the landscape and the physical geography of place from the people who live there.

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Topics and how to study them in Year 3	Communication	Choice		Preparation is the key to success.	D: Thinking critically iii. analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations	Communication <ul style="list-style-type: none"> • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Collaborate with peers and experts using a variety of digital environments and media • Reading, writing and using language to gather and communicate information • Make effective summary notes for 	The students will self-select an area of knowledge and strength to create a binder divider for the other students. The binder divider will reflect the major themes of the unit. The students will then present their knowledge by explaining the binder cover to the class. The students will also write a reflection on their experience outlining their prior knowledge, and the process of filling in the blanks in

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
How Empires form Empires	Change Culture Development Global interaction Logic Systems	Innovation and revolution, Processes	Orientation in space and time Natural and human landscapes and resources, Civilizations and social histories, Pilgrimage, Displacement and exchange, Eras, Turning points and “big history”, Peoples, Boundaries, Exchange and interaction, Constraints and adaptation, Indigenous understanding	By studying the causal relationships among how societies affected each other, people can make better choices about our current actions.	studying Research • VI. Information literacy skills • Finding, interpreting, judging and creating information • Present information in a variety of formats and platforms	Description Thinking • VIII. Critical thinking skills • Analysing and evaluating issues and ideas • Practise observing carefully in order to recognise problems • Recognise unstated assumptions and bias • Interpret data • IX. Creative thinking skills • Generating novel ideas and considering new perspectives • Use brainstorming and visual diagrams to generate new	order to present a completed project. The students will also reflect on how prepared they feel to begin the next unit, having had the outline already presented. When I begin each unit throughout the year, the students who created the binder cover will introduce the unit by re-familiarizing the class with the major themes. We will copy each binder divider and distribute them to all students.

Subject Group Overview

- ideas and inquiries
- Consider multiple alternatives, including those that might be unlikely or impossible
- Make guesses, ask “what if” questions and generate testable hypotheses
- Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments
- X. Transfer skills
- Utilizing skills and knowledge in multiple contexts
- Inquire in different contexts to gain a different perspective

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
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Disruptors - Built in
Obsolescence...

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
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Knowledge
Growing, Time
Passing

Communities

Individuals and societies - Individuals and societies

Identity

Mathematics - Mathematics

Change

Orientation in space and time

Civilizations and social histories

Mathematics

Discovering the contributions to mathematics from individuals from different civilizations in history helps us to understand the evolution of mathematics and the impact one person can have on the world.

Description

Communication

- I. Communication skills
- Exchanging thoughts, messages and information effectively through interaction
- Use a variety of media to communicate with a range of audiences
- Share ideas with

Subject Group Overview

multiple audiences using a variety of digital environments and media

Research

- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Access information to be informed and inform others
- Make connections between various sources of information
- VII. Media literacy skills
- Interacting with media to use and create ideas and information
- Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
How performance reflects our "plight"...the human comedy	Communication	Arts - Performing Arts Boundaries, Composition, Genre,	Personal and cultural expression Metacognition and	We will discover, through an investigation into comedy how creative thinking	Arts - Performing Arts A: Knowing and understanding	Communication • I. Communication skills • Exchanging thoughts, messages	for each of the arts disciplines dance, drama, music, and visual arts the specific elements, principles,

Subject Group Overview

<p>Interdisciplinary Unit Individuals and societies</p>	<p>Play, Presentation, Audience</p> <p>Individuals and societies - Individuals and societies</p> <p>Culture, Identity, Perspective, Power, Processes, Causality (cause and consequence), Choice</p>	<p>abstract thinking, Belief systems, Ritual and play, Craft, Creation, Systems and institutions, Critical literacy, Languages and linguistic systems, Histories of ideas</p> <p>Individuals and societies</p>	<p>produces new ways of imagining, recognising, recounting and presenting stories to an audience, and how what may be seen as divergent thinking by some can profoundly affect the systems and institutions of greater society.</p>	<p>i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology</p> <p>ii. demonstrate an understanding of the role of the art form in original or displaced contexts</p> <p>B: Developing skills</p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>C: Thinking creatively</p> <p>ii. demonstrate a range and depth of creative-thinking behaviours</p> <p>D: Responding</p> <p>i. construct meaning and transfer learning to new settings</p> <p>iii. critique the artwork of self and others</p> <p>Individuals and societies - Individuals and societies</p> <p>A: Knowing and understanding</p> <p>i. use a wide range of terminology in context</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and</p>	<p>and information effectively through interaction</p> <ul style="list-style-type: none"> • Give and receive meaningful feedback • Use a variety of speaking techniques to communicate with a variety of audiences • Use a variety of media to communicate with a range of audiences • Negotiate ideas and knowledge with peers and teachers • Collaborate with peers and experts using a variety of digital environments and media • Reading, writing and using language to gather and communicate information • Read critically and for comprehension • Read a variety of sources for information and for pleasure • Make inferences and draw conclusions • Preview and skim texts to build understanding • Use a variety of organizers for academic writing tasks • Organize and depict information logically • Structure information 	<p>techniques, vocabulary, and symbols that can be used to create mood and convey ideas</p> <p>traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through artistic works</p> <p>contributions of innovative artists from a variety of genres, communities, times, and places</p> <p>the ethics of cultural appropriation and plagiarism</p> <p>the roles of artists and audiences in a variety of contexts</p> <p>traditional and contemporary Aboriginal worldviews and crosscultural perspectives as communicated through visual arts</p> <p>contributions of innovative artists from a variety of styles, genres, contexts, and movements</p> <p>the ethics of cultural appropriation and plagiarism</p>
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Subject Group Overview

examples

B: Investigating

iii. use research

methods to collect and record appropriate, varied and relevant information

iv. evaluate the research process and results

C: Communicating

i. communicate information and ideas effectively using an appropriate style for the audience and purpose

iii. document sources of information using a recognized convention

D: Thinking critically

i. discuss concepts, issues, models, visual representation and theories

ii. synthesize information to make valid, well supported arguments

iv. interpret different perspectives and their implications

in summaries, essays and reports

Social

- II. Collaboration skills
- Working effectively with others
- Practise empathy
- Delegate and share responsibility for decision-making
- Manage and resolve conflict and work collaboratively in teams
- Build consensus
- Negotiate effectively
- Encourage others to contribute
- Exercise leadership and take on a variety of roles within groups
- Give and receive meaningful feedback
- Advocate for one's own rights and needs

Self-management

- III. Organization skills
- Managing time and tasks effectively
- Keep and use a weekly planner for assignments
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/ notebooks
- Select and use technology effectively and productively
- IV. Affective skills
- Managing state of

Subject Group Overview

mind

- Mindfulness
- Perseverance
- Demonstrate persistence and perseverance
- Practise delaying gratification
- Emotional management
- Resilience
- Practise “failing well”
- V. Reflection skills
- (Re-)considering the process of learning; choosing and using ATL skills
- Develop new skills, techniques and strategies for effective learning
- Consider content
- What did I learn about today?
- What don't I yet understand?
- What questions do I have now?
- Consider personal learning strategies
- How can I become more flexible in my choice of learning strategies?
- What factors are important for helping me learn well?
- Consider ethical, cultural and environmental implications

Research

- VI. Information literacy skills
- Finding, interpreting,

Subject Group Overview

judging and creating information

- Collect, record and verify data
- Access information to be informed and inform others
- Make connections between various sources of information
- Collect and analyse data to identify solutions and make informed decisions
- Process data and report results
- Use critical literacy skills to analyse and interpret media communications
- Identify primary and secondary sources
- VII. Media literacy skills
- Interacting with media to use and create ideas and information
- Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)
- Seek a range of perspectives from multiple and varied sources

Thinking

- IX. Creative thinking skills

Subject Group Overview

- Generating novel ideas and considering new perspectives
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Consider multiple alternatives, including those that might be unlikely or impossible
- Apply existing knowledge to generate new ideas, products or processes
- Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments
- X. Transfer skills
- Utilizing skills and knowledge in multiple contexts
- Apply skills and knowledge in unfamiliar situations
- Compare conceptual understanding across multiple subject groups and disciplines
- Make connections between subject groups and disciplines
- Transfer current knowledge to learning of new technologies

Subject specific

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	skills, knowledge and understandings	Content (topics, knowledge, skills)
Independence, Slavery and War	Global interaction	Causality (cause and consequence), Equity, Globalization, Innovation and revolution	Globalization and sustainability Human impact on the environment, Population and demography, Commodities and commercialization, Commonality, Consumption, Scarcity, Natural resources and public goods	We will investigate how Global relations can be both a great engine for cooperation through trade between nations and civilizations, but also that unsustainable exploitation can lead to conflict through an exploration of different commodities and resources.	<p>A: Knowing and understanding</p> <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 <p>B: Investigating</p> <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 research process and results <p>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 		<p>political, social, economic, and technological revolutions</p> <p>imperialism and colonialism, and their continuing effects on indigenous peoples in Canada and around the world</p> <p>global demographic shifts, including patterns of migration and population growth</p> <p>nationalism and the development of modern nation-states, including Canada</p> <p>local, regional, and global conflicts</p> <p>social, political, and economic systems and structures, including those of at least one indigenous civilization</p> <p>scientific and technological innovations</p> <p>philosophical and cultural shifts</p> <p>interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations</p> <p>exploration, expansion, and colonization</p> <p>changes in population and living standards</p>

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Becoming Canadian - the Road to Responsible government - War, Rebellion and Freedom	Global interaction	Globalization, Identity, Innovation and revolution, Causality (cause and consequence), Perspective, Choice, Power, Culture, Resources, Equity	Identities and relationships Happiness and the good life, Identity formation, Status, Roles and role models, Affiliation and leadership, Attitudes, Independence	We will understand that the acquisition of government that responds to its citizens is an important step forward in the development of democratic societies through an exploration of attitudes towards power and privilege in Canada in the wake of the American and Napoleonic Wars.	<p>recognized convention</p> <p>D: Thinking critically</p> <p>i. discuss concepts, issues, models, visual representation and theories</p> <p>ii. synthesize information to make valid, well supported arguments</p> <p>iii. analyse and evaluate a wide 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>A: Knowing and understanding</p> <p>i. use a wide range of terminology in context</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples</p> <p>B: Investigating</p> <p>i. formulate a clear and focused research question and justify its relevance</p> <p>ii. formulate and follow an action plan to investigate a research question</p> <p>iii. use research methods to collect and record appropriate,</p>		<p>political, social, economic, and technological revolutions</p> <p>imperialism and colonialism, and their continuing effects on indigenous peoples in Canada and around the world</p> <p>global demographic shifts, including patterns of migration and population growth</p> <p>nationalism and the development of modern nation-states, including Canada</p> <p>local, regional, and global conflicts</p> <p>discriminatory policies and injustices in Canada and the world, such as the Head Tax,</p>

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
What is History- just one thing after another?	Systems	Perspective, Processes	Orientation in space and time Civilizations and social histories, Heritage, Pilgrimage, Migration, Epochs, Eras, Turning	We will understand that historians reconstruct the past through examining and analyzing historical sources using a variety of skills and techniques through an exploration	<p>varied and relevant information</p> <p>iv. evaluate the research process and results</p> <p>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>D: Thinking critically</p> <p>i. discuss concepts, issues, models, visual representation and theories</p> <p>ii. synthesize information to make valid, well supported arguments</p> <p>iii. analyse and evaluate a wide 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>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction 	<p>the Komagata Maru incident, residential schools, and World War I internment</p> <p>physiographic features and natural resources in Canada</p> <p>social, political, and economic systems and structures, including those of at least one indigenous civilization</p> <p>philosophical and cultural shifts</p> <p>exploration, expansion, and colonization</p> <p>changes in population and living standards</p>

Subject Group Overview

<p>points and “big history”, Boundaries, Indigenous understanding</p>	<p>of migration, displacement, turning points and "big history".</p>	<p>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 research process and results C: Communicating i. communicate information and ideas effectively using an appropriate style for the audience and purpose iii. document sources of information using a recognized convention D: Thinking critically i. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid, well supported arguments iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations iv. interpret different perspectives and their implications</p>	<ul style="list-style-type: none"> • Use appropriate forms of writing for different purposes and audiences • Negotiate ideas and knowledge with peers and teachers • Reading, writing and using language to gather and communicate information • Read critically and for comprehension • Make inferences and draw conclusions • Paraphrase accurately and concisely • Preview and skim texts to build understanding • Take effective notes in class <p>Social</p> <ul style="list-style-type: none"> • II. Collaboration skills • Working effectively with others • Give and receive meaningful feedback <p>Self-management</p> <ul style="list-style-type: none"> • III. Organization skills • Managing time and tasks effectively • Keep and use a weekly planner for assignments • Select and use technology effectively and productively • V. Reflection skills • (Re-)considering the process of learning; choosing and using 	<p>Canada and around the world global demographic shifts, including patterns of migration and population growth nationalism and the development of modern nation-states, including Canada local, regional, and global conflicts discriminatory policies and injustices in Canada and the world, such as the Head Tax, the Komagata Maru incident, residential schools, and World War I international social, political, and economic systems and structures, including those of at least one indigenous civilization philosophical and cultural shifts exploration, expansion, and colonization changes in population and living standards</p>
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Subject Group Overview

ATL skills

- Consider content

Research

- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Collect, record and verify data
- Access information to be informed and inform others
- Make connections between various sources of information
- Process data and report results
- Understand and implement intellectual property rights
- Create references and citations, use footnotes/endnotes and construct bibliography according to recognised conventions
- Identify primary and secondary sources
- VII. Media literacy skills
- Interacting with media to use and create ideas and information
- Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources

Subject Group Overview

and media (including digital social media and online networks)

- Seek a range of perspectives from multiple and varied sources
- Compare, contrast and draw connections among (multi)media resources

Thinking

- VIII. Critical thinking skills
- Analysing and evaluating issues and ideas
- Gather and organize relevant information to formulate an argument
- Recognise unstated assumptions and bias
- Interpret data
- Evaluate evidence and arguments
- Recognise and evaluate propositions
- Draw reasonable conclusions and generalizations
- Test generalizations and conclusions
- Consider ideas from multiple perspectives
- Develop contrary or opposing arguments
- IX. Creative thinking skills
- Generating novel ideas and considering new perspectives

Subject Group Overview

- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Make unexpected or unusual connections between objects and/or ideas
- Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments
- X. Transfer skills
- Utilizing skills and knowledge in multiple contexts
- Apply skills and knowledge in unfamiliar situations

Individuals and societies (MYP 4)

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Who am I, why am I here, and Where is Here!!	Time, place and space	Culture, Perspective, Resources	Identities and relationships Happiness and the good life, Physical, psychological and social development, Identity formation, Human nature and human dignity	We will investigate how identity formation and development of social and cultural relationships and norms are affected by the relative and absolute position of humans, with specific reference to abstract and physical aspects of both local and national life in Canada.	A: Knowing and understanding 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 B: Investigating iii. use research methods to collect and record appropriate, varied and relevant information iv. evaluate the research process and results	Description Social • II. Collaboration skills • Working effectively with others • Practise empathy • Help others to succeed • Take responsibility for one's own actions Self-management • III. Organization skills • Managing time and tasks effectively • Keep and use a weekly planner for assignments • Bring necessary equipment and	political, social, economic, and technological revolutions imperialism and colonialism, and their continuing effects on indigenous peoples in Canada and around the world global demographic shifts, including patterns of migration and population growth nationalism and the development of modern

Subject Group Overview

C: Communicating

- 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

D: Thinking critically

- ii. synthesize information to make valid, well supported arguments
- iv. interpret different perspectives and their implications

- supplies to class
- IV. Affective skills
- Managing state of mind
- Mindfulness
- Practise focus and concentration
- Self-motivation
- Practise managing self-talk
- V. Reflection skills
- (Re-)considering the process of learning; choosing and using ATL skills
- Consider content
- What did I learn about today?
- Consider ATL skills development
- What can I already do?
- Consider personal learning strategies
- What can I do to become a more efficient and effective learner?

nation-states, including Canada

In this unit the students will set about looking at who they are and where they come from

We will discuss the concept of being indigenous or an immigrant or indeed possibly both depending on where you are.

WE will look at the concept of borders both as a reality and as a construct and how some people have different borders to others.

We will consider the reasons for going to or from a place

We will address the idea of who defines what land is and where we come from – and what that says about our understanding of the world around us.

We will define our understanding of our surroundings by looking at maps, including political, religious and physical maps, looking at who created those maps and why.

Subject Group Overview

We will investigate the role of things like religion and ideologies in general in defining our world,

We will look at the way the landscape and the physical geography of place from the people who live there.

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
<p>The Ghost Hotel - Short Films based on research / investigation into a location attendant personal narratives</p> <p>Interdisciplinary Unit Individuals and societies Mathematics Visual Arts Design</p>	<p>Creativity Form Identity</p>	<p>Arts - Performing Arts Expression, Visual culture, Audience</p> <p>Arts - Visual Arts Genre, Innovation</p> <p>Design - Design Collaboration</p>	<p>Personal and cultural expression</p> <p>Creation, Metacognition and abstract thinking, Social constructions of reality, Ritual and play, Belief systems, Analysis and argument, Histories of ideas, Practice and competency</p> <p>Individuals and societies, Mathematics, Visual Arts, Design</p>	<p>We will investigate outdoor staging using the landscape and the physical features, through a collaboration with Maths (budgeting and costing) Design (creation of the various scares and use of lighting ext) , Performing and Visual Arts in the form of the use of costume, masks and imagery in the woods, in order to devise and plan the creation of an immersive theatrical experience in a "Haunted Woods", using physical space and and cultural knowledge, including First Nations drumming to deliver an experience for the audience and actors alike!</p>	<p>Arts - Performing Arts A: Knowing and understanding i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology ii. demonstrate an understanding of the role of the art form in original or displaced contexts iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and</p>	<p>Description</p> <p>Self-management</p> <ul style="list-style-type: none"> • III. Organization skills • Managing time and tasks effectively • Plan short- and long-term assignments; meet deadlines • Create plans to prepare for summative assessments (examinations and performances) • Keep and use a weekly planner for assignments • Set goals that are challenging and realistic • Plan strategies and take action to achieve personal and academic goals • Bring necessary equipment and supplies to class • Keep an organized and logical system of information files/ 	<p>for each of the arts disciplines dance, drama, music, and visual arts the specific elements, principles, techniques, vocabulary, and symbols that can be used to create mood and convey ideas the roles of performers and audiences in a variety of contexts the ethics of cultural appropriation and plagiarism</p>

Subject Group Overview

techniques to create, perform and/or present art

C: Thinking creatively

- i. develop a feasible, clear, imaginative and coherent artistic intention
- ii. demonstrate a range and depth of creative-thinking behaviours
- iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization

notebooks

- Use appropriate strategies for organizing complex information
- Understand and use sensory learning preferences (learning styles)
- Select and use technology effectively and productively

Individuals and societies - Individuals and societies

A: Knowing and understanding

- 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

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

Subject Group Overview

record appropriate, varied and relevant information

iv. evaluate the research process and results

C: Communicating

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

Arts - Visual Arts

A: Knowing and understanding

i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology

ii. demonstrate an understanding of the role of the art form in original or displaced contexts

B: Developing skills

i. demonstrate the acquisition and development of the skills and techniques of the art form studied

ii. demonstrate the application of skills and techniques to create, perform and/or present art

Subject Group Overview

C: Thinking creatively

- i. develop a feasible, clear, imaginative and coherent artistic intention
- ii. demonstrate a range and depth of creative-thinking behaviours
- iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization

Design - Design

A: Inquiring and analysing

- i. explain and justify the need for a solution to a problem for a specified client/target audience
- ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem
- iv. develop a detailed design brief, which summarizes the analysis of relevant research

B: Developing ideas

- ii. develop a range of feasible design ideas, which can be correctly interpreted by others
- iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution

C: Creating the solution

- i. construct a logical plan, which describes

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Election Frenzy!	Change	Choice, Identity, Power, Processes	Identities and relationships Competition and cooperation, Personal efficacy and agency, Happiness and the good life, Lifestyle choices, Moral reasoning and ethical judgment, Identity formation, Self-esteem, Status, Roles and role models, Affiliation and leadership, Attitudes, Independence	We will investigate how the political system and the electoral processes for the BC Provincial Government & the US Presidential election connect individuals and communities in reflecting big decisions, from a moral, ethical, and personal political perspective as we explore the democratic process of choosing who will be in power after these two elections.	the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions as intended iv. fully justify changes made to the chosen design and plan when making the solution A: Knowing and understanding 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 B: Investigating iii. use research methods to collect and record appropriate, varied and relevant information iv. evaluate the research process and results C: Communicating i. communicate information and ideas effectively using an appropriate style for the audience and purpose ii. structure information	Communication • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback • Use intercultural understanding to interpret communication • Use a variety of speaking techniques to communicate with a variety of audiences • Use appropriate forms of writing for different purposes and audiences • Use a variety of media to communicate with a range of audiences	imperialism and colonialism, and their continuing effects on indigenous peoples in Canada and around the world global demographic shifts, including patterns of migration and population growth nationalism and the development of modern nation-states, including Canada social, political, and economic systems and structures, including those of at least one indigenous civilization philosophical and cultural shifts changes in population and living standards

Subject Group Overview

and ideas in a way that is appropriate to the specified format

D: Thinking critically

- i. discuss concepts, issues, models, visual representation and theories
- iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations
- iv. interpret different perspectives and their implications

- Interpret and use effectively modes of non-verbal communication
- Negotiate ideas and knowledge with peers and teachers
- Participate in, and contribute to, digital social media networks
- Collaborate with peers and experts using a variety of digital environments and media
- Share ideas with multiple audiences using a variety of digital environments and media
- Reading, writing and using language to gather and communicate information
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Use and interpret a range of discipline-specific terms and symbols
- Write for different purposes
- Understand and use mathematical notation
- Paraphrase accurately and

Subject Group Overview

- concisely
- Preview and skim texts to build understanding
- Take effective notes in class
- Make effective summary notes for studying
- Use a variety of organizers for academic writing tasks
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media
- Organize and depict information logically
- Structure information in summaries, essays and reports

Research

- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Collect, record and verify data
- Access information to be informed and inform others
- Make connections between various sources of information
- Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and

Subject Group Overview

- recalling information
- Use memory techniques to develop long-term memory
- Present information in a variety of formats and platforms
- Collect and analyse data to identify solutions and make informed decisions
- Process data and report results
- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- Understand and use technology systems
- Use critical literacy skills to analyse and interpret media communications
- Understand and implement intellectual property rights
- Create references and citations, use footnotes/endnotes and construct bibliography according to recognised conventions
- Identify primary and secondary sources
- VII. Media literacy skills
- Interacting with media to use and create ideas and

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Revolutionary Ideas	Change	Perspective, Power, Resources, Causality	Scientific and technical innovation	We will understand how new emerging ideas and ideologies can	A: Knowing and understanding i. use a wide range of	Communication • I. Communication skills	information • Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks) • Demonstrate awareness of media interpretations of events and ideas (including digital social media) • Make informed choices about personal viewing experiences • Understand the impact of media representations and modes of presentation • Seek a range of perspectives from multiple and varied sources • Communicate information and ideas effectively to multiple audiences using a variety of media and formats • Compare, contrast and draw connections among (multi)media resources

Subject Group Overview

(cause and consequence), Globalization, Identity, Innovation and revolution

Methods, Products, Ingenuity and progress, Opportunity, Risk, Modernization, Industrialization and engineering, Principles and discoveries

profoundly influence societies and events, and that "Revolutions" and "Evolutions" in how things are made and are done, both using science, innovation and ingenuity, can often prove to be very effective in initiating change and positive long-term growth, through an exploration of the Agricultural and first Industrial Revolutions and the political ideas of the Enlightenment.

terminology in context
 ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples

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 relevant information
- iv. evaluate the research process and results

C: Communicating

- 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

D: Thinking critically

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make

- Exchanging thoughts, messages and information effectively through interaction
- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to communicate with a range of audiences
- Interpret and use effectively modes of non-verbal communication
- Negotiate ideas and knowledge with peers and teachers
- Collaborate with peers and experts using a variety of digital environments and media
- Share ideas with multiple audiences using a variety of digital environments and media
- Reading, writing and using language to gather and communicate

Subject Group Overview

valid, well supported arguments
iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations
iv. interpret different perspectives and their implications

information

- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Use and interpret a range of discipline-specific terms and symbols
- Write for different purposes
- Understand and use mathematical notation
- Paraphrase accurately and concisely
- Preview and skim texts to build understanding
- Take effective notes in class
- Make effective summary notes for studying
- Use a variety of organizers for academic writing tasks
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media
- Organize and depict information logically
- Structure information in summaries, essays and reports

Thinking

- VIII. Critical thinking

Subject Group Overview

skills

- Analysing and evaluating issues and ideas
- Practise observing carefully in order to recognise problems
- Gather and organize relevant information to formulate an argument
- Recognise unstated assumptions and bias
- Interpret data
- Evaluate evidence and arguments
- Recognise and evaluate propositions
- Draw reasonable conclusions and generalizations
- Test generalizations and conclusions
- Revise understanding based on new information and evidence
- Evaluate and manage risk
- Formulate factual, topical, conceptual and debatable questions
- Consider ideas from multiple perspectives
- Develop contrary or opposing arguments
- Analyse complex concepts and projects into their constituent parts and synthesise them to create new understanding

Subject Group Overview

- Propose and evaluate a variety of solutions
- Identify obstacles and challenges
- Use models and simulations to explore complex systems and issues
- Identify trends and forecast possibilities
- Troubleshoot systems and applications
- IX. Creative thinking skills
- Generating novel ideas and considering new perspectives
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Consider multiple alternatives, including those that might be unlikely or impossible
- Create novel solutions to authentic problems
- Make unexpected or unusual connections between objects and/or ideas
- Design improvements to existing machines, media and technologies
- Make guesses, ask “what if” questions and generate testable hypotheses

Subject Group Overview

- Apply existing knowledge to generate new ideas, products or processes
- Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments
- Practise visible thinking strategies and techniques
- Generate metaphors and analogies
- X. Transfer skills
- Utilizing skills and knowledge in multiple contexts
- Utilize effective learning strategies in subject groups and disciplines
- Inquire in different contexts to gain a different perspective
- Compare conceptual understanding across multiple subject groups and disciplines
- Make connections between subject groups and disciplines
- Combine knowledge, understanding and skills to create products or solutions
- Transfer current knowledge to learning of new technologies
- Change the context

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Disruptors - Built in Obsolescence...							of an inquiry to gain different perspectives
Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
How performance reflects our "plight"...the human comedy Interdisciplinary Unit Individuals and societies	Communication	Arts - Performing Arts Boundaries, Composition, Genre, Play, Presentation, Audience Individuals and societies - Individuals and societies Culture, Identity, Perspective, Power, Processes, Causality (cause and consequence), Choice	Personal and cultural expression Metacognition and abstract thinking, Belief systems, Ritual and play, Craft, Creation, Systems and institutions, Critical literacy, Languages and linguistic systems, Histories of ideas Individuals and societies	We will discover, through an investigation into comedy how creative thinking produces new ways of imagining, recognising, recounting and presenting stories to an audience, and how what may be seen as divergent thinking by some can profoundly affect the systems and institutions of greater society.	Arts - Performing Arts A: Knowing and understanding i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology ii. demonstrate an understanding of the role of the art form in original or displaced contexts B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied C: Thinking creatively ii. demonstrate a range and depth of creative-thinking behaviours D: Responding i. construct meaning and transfer learning to new settings iii. critique the artwork of self and others	Communication • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback • Use a variety of speaking techniques to communicate with a variety of audiences • Use a variety of media to communicate with a range of audiences • Negotiate ideas and knowledge with peers and teachers • Collaborate with peers and experts using a variety of digital environments and media • Reading, writing and using language to gather and communicate information • Read critically and for comprehension • Read a variety of sources for	for each of the arts disciplines dance, drama, music, and visual arts the specific elements, principles, techniques, vocabulary, and symbols that can be used to create mood and convey ideas traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through artistic works contributions of innovative artists from a variety of genres, communities, times, and places the ethics of cultural appropriation and plagiarism the roles of artists and audiences in a variety of contexts traditional and contemporary Aboriginal worldviews and crosscultural perspectives as communicated through visual arts contributions of innovative artists from a

Subject Group Overview

Individuals and societies - Individuals and societies

A: Knowing and understanding

- 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

B: Investigating

- iii. use research methods to collect and record appropriate, varied and relevant information
- iv. evaluate the research process and results

C: Communicating

- i. communicate information and ideas effectively using an appropriate style for the audience and purpose
- iii. document sources of information using a recognized convention

D: Thinking critically

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make valid, well supported arguments
- iv. interpret different

information and for pleasure

- Make inferences and draw conclusions
- Preview and skim texts to build understanding
- Use a variety of organizers for academic writing tasks
- Organize and depict information logically
- Structure information in summaries, essays and reports

Social

- II. Collaboration skills
- Working effectively with others
- Practise empathy
- Delegate and share responsibility for decision-making
- Manage and resolve conflict and work collaboratively in teams
- Build consensus
- Negotiate effectively
- Encourage others to contribute
- Exercise leadership and take on a variety of roles within groups
- Give and receive meaningful feedback
- Advocate for one's own rights and needs

Self-management

- III. Organization skills
- Managing time and tasks effectively
- Keep and use a weekly planner for

variety of styles, genres, contexts, and movements the ethics of cultural appropriation and plagiarism

Subject Group Overview

perspectives and their implications

assignments

- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/ notebooks
- Select and use technology effectively and productively
- IV. Affective skills
- Managing state of mind
- Mindfulness
- Perseverance
- Demonstrate persistence and perseverance
- Practise delaying gratification
- Emotional management
- Resilience
- Practise “failing well”
- V. Reflection skills
- (Re-)considering the process of learning; choosing and using ATL skills
- Develop new skills, techniques and strategies for effective learning
- Consider content
- What did I learn about today?
- What don't I yet understand?
- What questions do I have now?
- Consider personal learning strategies
- How can I become

Subject Group Overview

more flexible in my choice of learning strategies?

- What factors are important for helping me learn well?
- Consider ethical, cultural and environmental implications

Research

- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Collect, record and verify data
- Access information to be informed and inform others
- Make connections between various sources of information
- Collect and analyse data to identify solutions and make informed decisions
- Process data and report results
- Use critical literacy skills to analyse and interpret media communications
- Identify primary and secondary sources
- VII. Media literacy skills
- Interacting with media to use and create ideas and information
- Locate, organize, analyse, evaluate,

Subject Group Overview

synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

- Seek a range of perspectives from multiple and varied sources

Thinking

- IX. Creative thinking skills
- Generating novel ideas and considering new perspectives
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Consider multiple alternatives, including those that might be unlikely or impossible
- Apply existing knowledge to generate new ideas, products or processes
- Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments
- X. Transfer skills
- Utilizing skills and knowledge in multiple contexts
- Apply skills and knowledge in unfamiliar situations

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Independence, Slavery and War	Global interaction	Causality (cause and consequence), Equity, Globalization, Innovation and revolution	<p>Globalization and sustainability</p> <p>Human impact on the environment, Population and demography, Commodities and commercialization, Commonality, Consumption, Scarcity, Natural resources and public goods</p>	We will investigate how Global relations can be both a great engine for cooperation through trade between nations and civilizations, but also that unsustainable exploitation can lead to conflict through an exploration of different commodities and resources.	<p>A: Knowing and understanding</p> <p>i. use a wide range of terminology in context</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples</p> <p>B: Investigating</p> <p>i. formulate a clear and focused research question and justify its relevance</p> <p>ii. formulate and follow an action plan to investigate a research question</p> <p>iii. use research methods to collect and record appropriate, varied and relevant information</p>	<ul style="list-style-type: none"> Compare conceptual understanding across multiple subject groups and disciplines Make connections between subject groups and disciplines Transfer current knowledge to learning of new technologies <p>Subject specific skills, knowledge and understandings</p>	<p>political, social, economic, and technological revolutions</p> <p>imperialism and colonialism, and their continuing effects on indigenous peoples in Canada and around the world</p> <p>global demographic shifts, including patterns of migration and population growth</p> <p>nationalism and the development of modern nation-states, including Canada</p> <p>local, regional, and global conflicts</p> <p>social, political, and economic systems and structures, including those of at least one indigenous civilization</p> <p>scientific and</p>

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Becoming Canadian - the Road to Responsible government - War, Rebellion and Freedom	Global interaction	Globalization, Identity, Innovation and revolution, Causality (cause and consequence), Perspective, Choice, Power, Culture, Resources, Equity	Identities and relationships Happiness and the good life, Identity formation, Status, Roles and role models, Affiliation and leadership, Attitudes,	We will understand that the acquisition of government that responds to its citizens is an important step forward in the development of democratic societies through an exploration	iv. evaluate the research process and results C: Communicating 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 D: Thinking critically i. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid, well supported arguments iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations iv. interpret different perspectives and their implications		technological innovations philosophical and cultural shifts interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations exploration, expansion, and colonization changes in population and living standards
					A: Knowing and understanding i. use a wide range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions,		political, social, economic, and technological revolutions imperialism and colonialism, and their continuing effects on indigenous peoples in Canada and around the world

Subject Group Overview

Independence

of attitudes towards power and privilege in Canada in the wake of the American and Napoleonic Wars.

explanations and examples

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 relevant information
- iv. evaluate the research process and results

C: Communicating

- 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

D: Thinking critically

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make valid, well supported arguments
- iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and

global demographic shifts, including patterns of migration and population growth nationalism and the development of modern nation-states, including Canada local, regional, and global conflicts discriminatory policies and injustices in Canada and the world, such as the Head Tax, the Komagata Maru incident, residential schools, and World War I internment physiographic features and natural resources in Canada social, political, and economic systems and structures, including those of at least one indigenous civilization philosophical and cultural shifts exploration, expansion, and colonization changes in population and living standards

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
The Peasants are Revolting!	Change	Causality (cause and consequence), Equity, Innovation and revolution, Resources, Sustainability	<p>Fairness and development</p> <p>Power and privilege, Imagining a hopeful future, Human capability and development, Democracy, Politics, Government and civil society, Inequality, Difference and inclusion, Rights, Law, Civic responsibility and the public sphere, Justice, Peace and conflict management, Authority, Security and freedom</p>	We will understand through an investigation of different revolutions, that revolutionary ideas can bring about revolutionary actions, and this may see a change in the equity of the distribution of power and privilege through the development of Rights and a civil Society.	<p>limitations</p> <p>iv. interpret different perspectives and their implications</p> <p>A: Knowing and understanding</p> <p>i. use a wide range of terminology in context</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples</p> <p>B: Investigating</p> <p>i. formulate a clear and focused research question and justify its relevance</p> <p>ii. formulate and follow an action plan to investigate a research question</p> <p>iii. use research methods to collect and record appropriate, varied and relevant information</p> <p>iv. evaluate the research process and results</p> <p>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</p>		

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
An Empire upon which the Sun Never Sets?	Development	Identity, Causality (cause and consequence)	Identities and relationships Identity formation, Self-esteem, Roles and role models, Independence	The history of the creation of Canada is one that may have succeeded despite, not because of, the ideals of those who dreamt of a Empire on which the sun never set.	<p>information using a recognized convention</p> <p>D: Thinking critically</p> <p>i. discuss concepts, issues, models, visual representation and theories</p> <p>ii. synthesize information to make valid, well supported arguments</p> <p>iii. analyse and evaluate a wide 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>A: Knowing and understanding</p> <p>i. use a wide range of terminology in context</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples</p> <p>B: Investigating</p> <p>i. formulate a clear and focused research question and justify its relevance</p> <p>ii. formulate and follow an action plan to investigate a research question</p> <p>iii. use research methods to collect and</p>	<p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback • Use a variety of media to communicate with a range of audiences • Negotiate ideas and knowledge with peers and teachers • Reading, writing and using language to gather and communicate 	<p>imperialism and colonialism, and their continuing effects on indigenous peoples in Canada and around the world</p> <p>global demographic shifts, including patterns of migration and population growth</p> <p>nationalism and the development of modern nation-states, including Canada</p> <p>discriminatory policies and injustices in Canada and the world, such as the Head Tax, the Komagata Maru incident, residential schools, and World War I internment</p> <p>physiographic features</p>

Subject Group Overview

record appropriate, varied and relevant information	information	and natural resources in Canada
iv. evaluate the research process and results	<ul style="list-style-type: none">• Read critically and for comprehension• Read a variety of sources for information and for pleasure	
C: Communicating		
i. communicate information and ideas effectively using an appropriate style for the audience and purpose	<ul style="list-style-type: none">• Make inferences and draw conclusions• Use and interpret a range of discipline-specific terms and symbols	
ii. structure information and ideas in a way that is appropriate to the specified format	<ul style="list-style-type: none">• Write for different purposes• Understand and use mathematical notation	
iii. document sources of information using a recognized convention	<ul style="list-style-type: none">• Paraphrase accurately and concisely• Preview and skim texts to build understanding	
D: Thinking critically		
i. discuss concepts, issues, models, visual representation and theories	<ul style="list-style-type: none">• Take effective notes in class• Make effective summary notes for studying	
ii. synthesize information to make valid, well supported arguments	<ul style="list-style-type: none">• Use a variety of organizers for academic writing tasks• Find information for disciplinary and interdisciplinary inquiries, using a variety of media	
iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations	<ul style="list-style-type: none">• Organize and depict information logically• Structure information in summaries, essays and reports	
iv. interpret different perspectives and their implications		

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
What is History- just one thing after another?	Systems	Perspective, Processes	<p>Orientation in space and time</p> <p>Civilizations and social histories, Heritage, Pilgrimage, Migration, Epochs, Eras, Turning points and “big history”, Boundaries, Indigenous understanding</p>	We will understand that historians reconstruct the past through examining and analyzing historical sources using a variety of skills and techniques through an exploration of migration, displacement, turning points and "big history".	<p>A: Knowing and understanding</p> <p>i. use a wide range of terminology in context</p> <p>B: Investigating</p> <p>i. formulate a clear and focused research question and justify its relevance</p> <p>ii. formulate and follow an action plan to investigate a research question</p> <p>iii. use research methods to collect and record appropriate, varied and relevant information</p> <p>iv. evaluate the research process and results</p> <p>C: Communicating</p> <p>i. communicate information and ideas effectively using an appropriate style for the audience and purpose</p> <p>iii. document sources of information using a recognized convention</p> <p>D: Thinking critically</p> <p>i. discuss concepts, issues, models, visual representation and theories</p> <p>ii. synthesize information to make valid, well supported arguments</p> <p>iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and</p>	<p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Use appropriate forms of writing for different purposes and audiences Negotiate ideas and knowledge with peers and teachers Reading, writing and using language to gather and communicate information Read critically and for comprehension Make inferences and draw conclusions Paraphrase accurately and concisely Preview and skim texts to build understanding Take effective notes in class <p>Social</p> <ul style="list-style-type: none"> II. Collaboration skills Working effectively with others Give and receive meaningful feedback <p>Self-management</p> <ul style="list-style-type: none"> III. Organization skills Managing time and tasks effectively Keep and use a 	<p>political, social, economic, and technological revolutions</p> <p>imperialism and colonialism, and their continuing effects on indigenous peoples in Canada and around the world</p> <p>global demographic shifts, including patterns of migration and population growth</p> <p>nationalism and the development of modern nation-states, including Canada</p> <p>local, regional, and global conflicts</p> <p>discriminatory policies and injustices in Canada and the world, such as the Head Tax, the Komagata Maru incident, residential schools, and World War I internment</p> <p>social, political, and economic systems and structures, including those of at least one indigenous civilization</p> <p>philosophical and cultural shifts</p> <p>exploration, expansion, and colonization</p> <p>changes in population and living standards</p>

Subject Group Overview

limitations

iv. interpret different perspectives and their implications

weekly planner for assignments

- Select and use technology effectively and productively
- V. Reflection skills
- (Re-)considering the process of learning; choosing and using ATL skills
- Consider content

Research

- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Collect, record and verify data
- Access information to be informed and inform others
- Make connections between various sources of information
- Process data and report results
- Understand and implement intellectual property rights
- Create references and citations, use footnotes/endnotes and construct bibliography according to recognised conventions
- Identify primary and secondary sources
- VII. Media literacy skills

Subject Group Overview

- Interacting with media to use and create ideas and information
- Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)
- Seek a range of perspectives from multiple and varied sources
- Compare, contrast and draw connections among (multi)media resources

Thinking

- VIII. Critical thinking skills
- Analysing and evaluating issues and ideas
- Gather and organize relevant information to formulate an argument
- Recognise unstated assumptions and bias
- Interpret data
- Evaluate evidence and arguments
- Recognise and evaluate propositions
- Draw reasonable conclusions and generalizations
- Test generalizations and conclusions

Subject Group Overview

- Consider ideas from multiple perspectives
- Develop contrary or opposing arguments
- IX. Creative thinking skills
- Generating novel ideas and considering new perspectives
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Make unexpected or unusual connections between objects and/or ideas
- Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments
- X. Transfer skills
- Utilizing skills and knowledge in multiple contexts
- Apply skills and knowledge in unfamiliar situations

Individuals and societies (MYP 5)

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
How can borders and frontiers define personal and national identity... legitimately, rationally, or borderline crazy?	Identity	Causality (cause and consequence), Culture, Identity	Orientation in space and time Natural and human landscapes and resources, Boundaries, Indigenous understanding, Civilizations and social	We will investigate how the places, spaces and times that we originate from, including those where we are now, may define our thinking knowledge and understanding about identity.	A: Knowing and understanding i. use a wide range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions,	Communication • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback	government, First Peoples governance, political institutions, and ideologies environmental, political, and economic policies Canadian identities domestic conflicts and co-operation international conflicts

Subject Group Overview

histories, Heritage,
Migration, Constraints
and adaptation

explanations and
examples

B: Investigating

i. formulate a clear and
focused research
question and justify its
relevance

C: Communicating

i. communicate
information and ideas
effectively using an
appropriate style for the
audience and purpose

D: Thinking critically

i. discuss concepts,
issues, models, visual
representation and
theories
ii. synthesize
information to make
valid, well supported
arguments

- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to communicate with a range of audiences
- Interpret and use effectively modes of non-verbal communication
- Negotiate ideas and knowledge with peers and teachers
- Participate in, and contribute to, digital social media networks
- Collaborate with peers and experts using a variety of digital environments and media
- Share ideas with multiple audiences using a variety of digital environments and media
- Reading, writing and using language to gather and communicate information
- Read critically and for comprehension

and co-operation
social, cultural, or
technological
innovations and
developments in the
20th century (adapted
from 20th Century
World History 12)
current issues in local,
regional, national, or
global politics as
represented in mass
media (adapted from
Political Studies 12)
rights of individuals in
Canada (adapted from
Law Studies 12)
fundamental nature of
knowledge, existence,
and reality (adapted
from Philosophy 12)

Subject Group Overview

- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Use and interpret a range of discipline-specific terms and symbols
- Write for different purposes
- Understand and use mathematical notation
- Paraphrase accurately and concisely
- Preview and skim texts to build understanding
- Take effective notes in class
- Make effective summary notes for studying
- Use a variety of organizers for academic writing tasks
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media
- Organize and depict information logically
- Structure information in summaries, essays and reports

Research

- VI. Information literacy skills
- Finding, interpreting, judging and creating

Subject Group Overview

- information
- Collect, record and verify data
- Access information to be informed and inform others
- Make connections between various sources of information
- Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information
- Use memory techniques to develop long-term memory
- Present information in a variety of formats and platforms
- Collect and analyse data to identify solutions and make informed decisions
- Process data and report results
- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- Understand and use technology systems
- Use critical literacy skills to analyse and interpret media communications
- Understand and implement

Subject Group Overview

intellectual property rights

- Create references and citations, use footnotes/endnotes and construct bibliography according to recognised conventions
- Identify primary and secondary sources
- VII. Media literacy skills
- Interacting with media to use and create ideas and information
- Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)
- Demonstrate awareness of media interpretations of events and ideas (including digital social media)
- Make informed choices about personal viewing experiences
- Understand the impact of media representations and modes of presentation
- Seek a range of perspectives from multiple and varied

Subject Group Overview

sources

- Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- Compare, contrast and draw connections among (multi)media resources

Thinking

- VIII. Critical thinking skills
- Analysing and evaluating issues and ideas
- Practise observing carefully in order to recognise problems
- Gather and organize relevant information to formulate an argument
- Recognise unstated assumptions and bias
- Interpret data
- Evaluate evidence and arguments
- Recognise and evaluate propositions
- Draw reasonable conclusions and generalizations
- Test generalizations and conclusions
- Revise understanding based on new information and evidence
- Evaluate and manage risk
- Formulate factual,

Subject Group Overview

- topical, conceptual and debatable questions
- Consider ideas from multiple perspectives
- Develop contrary or opposing arguments
- Analyse complex concepts and projects into their constituent parts and synthesise them to create new understanding
- Propose and evaluate a variety of solutions
- Identify obstacles and challenges
- Use models and simulations to explore complex systems and issues
- Identify trends and forecast possibilities
- Troubleshoot systems and applications
- IX. Creative thinking skills
- Generating novel ideas and considering new perspectives
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Make unexpected or unusual connections between objects and/or ideas
- X. Transfer skills
- Utilizing skills and knowledge in

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Current affairs in context	Global interaction	Culture, Equity, Globalization, Identity, Perspective, Power, Causality (cause and consequence), Sustainability	<p>Fairness and development</p> <p>Power and privilege, Imagining a hopeful future, Human capability and development, Social entrepreneurs, Democracy, Politics, Government and civil society, Inequality, Difference and inclusion, Rights, Law, Civic responsibility and the public sphere, Justice, Peace and conflict management, Authority, Security and freedom, Ecology and disparate impact</p>	We will investigate over the year, through an investigation into current news stories and events, the connections between individuals and communities, regarding the consequences of human choices and how historical, philosophical, economic and geographical factors play into those ongoing narratives.	<p>A: Knowing and understanding</p> <p>i. use a wide range of terminology in context</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples</p> <p>B: Investigating</p> <p>iii. use research methods to collect and record appropriate, varied and relevant information</p> <p>iv. evaluate the research process and results</p> <p>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</p>	<p>multiple contexts</p> <ul style="list-style-type: none"> Inquire in different contexts to gain a different perspective Change the context of an inquiry to gain different perspectives <p>Subject specific skills, knowledge and understandings</p>	<p>government, First Peoples governance, political institutions, and ideologies</p> <p>environmental, political, and economic policies</p> <p>Canadian autonomy</p> <p>Canadian identities</p> <p>discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and internments</p> <p>advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission</p> <p>domestic conflicts and co-operation</p> <p>international conflicts and co-operation</p> <p>social, cultural, or technological innovations and developments in the 20th century (adapted from 20th Century</p>

Subject Group Overview

recognized convention

D: Thinking critically

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make valid, well supported arguments
- iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations
- iv. interpret different perspectives and their implications

World History 12)
colonialism and contemporary issues for indigenous people in Canada and around the world (adapted from Contemporary Indigenous Studies 12)
current issues in local, regional, national, or global politics as represented in mass media (adapted from Political Studies 12)
natural resource use and local, regional, national, or global development (adapted from Human Geography 12)
economic development in Asia (adapted from Asian Studies 12 – 1850-present)
systems of power and governance in global cultures (adapted from Comparative Cultures 12)
diversity of B.C. First Peoples territories and communities (adapted from B.C. First Peoples 12)
rights of individuals in Canada (adapted from Law Studies 12)
representations of natural and human-made phenomena (adapted from Physical Geography 12)
methods used by individuals, groups, and organizations to

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
How have Ideas reflected changes in the past 200 years?	Change	Equity, Innovation and revolution, Causality (cause and consequence)	<p>Personal and cultural expression</p> <p>Philosophies and ways of life, Histories of ideas</p>	We will investigate the causes and impact of ideological and intellectual movements seeking equitable changes to the realm of power and privilege in the search for more hopeful future.	<p>A: Knowing and understanding</p> <p>i. use a wide range of terminology in context</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples</p> <p>B: Investigating</p> <p>i. formulate a clear and focused research question and justify its relevance</p> <p>ii. formulate and follow an action plan to investigate a research question</p> <p>iii. use research methods to collect and record appropriate, varied and relevant information</p> <p>iv. evaluate the research process and results</p>		<p>promote social justice (adapted from Social Justice 12)</p> <p>contemporary theories of money and investment (adapted from Economic Theory 12)</p> <p>recognition of and responses to genocide (from Genocide Studies 12)</p> <p>global issues in urbanization (adapted from Urban Studies 12)</p> <p>government, First Peoples governance, political institutions, and ideologies</p> <p>environmental, political, and economic policies</p> <p>discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and internments</p> <p>advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission</p> <p>international conflicts and co-operation</p> <p>social, cultural, or technological innovations and developments in the 20th century (adapted from 20th Century</p>

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
War - The Engine of Change	Global interaction	Power, Causality (cause and consequence), Choice, Culture, Globalization	Orientation in space and time Civilizations and social histories, Heritage, Migration, Displacement and exchange, Turning points and “big history”, Peoples, Boundaries	We will understand that global conflicts have been powerful forces in shaping our understanding of the contemporary world and identity through an exploration into the two World Wars and their causes.	<p>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>D: Thinking critically</p> <ul style="list-style-type: none"> i. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid, well supported arguments iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations iv. interpret different perspectives and their implications 	<p>Communication</p> <ul style="list-style-type: none"> • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback • Use intercultural understanding to 	<p>World History 12)</p> <p>systems of power and governance in global cultures (adapted from Comparative Cultures 12)</p> <p>methods used by individuals, groups, and organizations to promote social justice (adapted from Social Justice 12)</p> <p>contemporary theories of money and investment (adapted from Economic Theory 12)</p> <p>government, First Peoples governance, political institutions, and ideologies environmental, political, and economic policies Canadian identities discriminatory policies and injustices in Canada and the world, including residential schools, the head tax,</p>

Subject Group Overview

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 relevant information
- iv. evaluate the research process and results

C: Communicating

- 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

D: Thinking critically

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make valid, well supported arguments
- iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations
- iv. interpret different

- interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to communicate with a range of audiences
- Interpret and use effectively modes of non-verbal communication
- Negotiate ideas and knowledge with peers and teachers
- Participate in, and contribute to, digital social media networks
- Share ideas with multiple audiences using a variety of digital environments and media
- Reading, writing and using language to gather and communicate information
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Use and interpret a

the Komagata Maru incident, and internments domestic conflicts and co-operation international conflicts and co-operation social, cultural, or technological innovations and developments in the 20th century (adapted from 20th Century World History 12) colonialism and contemporary issues for indigenous people in Canada and around the world (adapted from Contemporary Indigenous Studies 12) natural resource use and local, regional, national, or global development (adapted from Human Geography 12) methods used by individuals, groups, and organizations to promote social justice (adapted from Social Justice 12) recognition of and responses to genocide (from Genocide Studies 12)

Subject Group Overview

perspectives and their implications

range of discipline-specific terms and symbols

- Write for different purposes
- Paraphrase accurately and concisely
- Preview and skim texts to build understanding
- Take effective notes in class
- Make effective summary notes for studying
- Use a variety of organizers for academic writing tasks
- Organize and depict information logically
- Structure information in summaries, essays and reports

Self-management

- III. Organization skills
- Managing time and tasks effectively
- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Keep and use a weekly planner for assignments
- Set goals that are challenging and realistic
- Plan strategies and

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
The End of History ?	Systems	Causality (cause and consequence), Perspective	<p>Orientation in space and time</p> <p>Natural and human landscapes and resources, Civilizations and social histories, Migration, Epochs, Eras, Turning points and “big history”, Peoples, Boundaries, Exchange and interaction, Indigenous understanding</p>	We will understand that Historical knowledge is the result of the examination and analysis of source materials, dependent upon a variety of skills and techniques, through an exploration of intellectual movements, migration, displacement, turning points and Big History.	<p>A: Knowing and understanding</p> <p>i. use a wide range of terminology in context</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples</p> <p>B: Investigating</p> <p>i. formulate a clear and focused research question and justify its relevance</p> <p>ii. formulate and follow an action plan to investigate a research question</p> <p>iii. use research methods to collect and record appropriate, varied and relevant information</p> <p>iv. evaluate the research process and results</p> <p>C: Communicating</p> <p>i. communicate information and ideas effectively using an</p>	<p>take action to achieve personal and academic goals</p> <ul style="list-style-type: none"> Use appropriate strategies for organizing complex information Select and use technology effectively and productively 	<p>Canadian autonomy</p> <p>Canadian identities</p> <p>discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and internments</p> <p>advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission</p> <p>domestic conflicts and co-operation</p> <p>international conflicts and co-operation</p> <p>social, cultural, or technological innovations and developments in the 20th century (adapted from 20th Century World History 12)</p> <p>colonialism and contemporary issues for indigenous people in Canada and around the world (adapted from</p>

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
<p>The Persuaders ("To Kill a Mockingbird" & "Girl Rising" and Human Rights Watch Global Report 2021)</p> <p>Interdisciplinary Unit Individuals and societies</p>	Communication	Language and literature - English Audience imperatives, Purpose, Self-expression	Fairness and development Inequality, Rights	We will understand that persuasive communication requires an understanding of the intended audience and a clear sense of purpose, through an inquiry into inequality and rights.	<p>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>D: Thinking critically</p> <p>i. discuss concepts, issues, models, visual representation and theories</p> <p>ii. synthesize information to make valid, well supported arguments</p> <p>iii. analyse and evaluate a wide 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>Language and literature - English A: Analysing</p> <p>i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts</p> <p>ii. analyse the effects of the creator's choices on an audience</p> <p>iii. justify opinions and</p>	<p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Give and receive meaningful feedback Use a variety of speaking techniques to communicate with a variety of audiences Reading, writing and 	<p>Contemporary Indigenous Studies 12)</p> <p>current issues in local, regional, national, or global politics as represented in mass media (adapted from Political Studies 12)</p> <p>contemporary theories of money and investment (adapted from Economic Theory 12)</p> <p>recognition of and responses to genocide (from Genocide Studies 12)</p> <p>Text features and structures narrative structures found in First Peoples texts Strategies and processes reading strategies oral language strategies metacognitive strategies writing processes Language features, structures, and conventions language features elements of style</p>

Subject Group Overview

ideas, using examples, explanations and terminology

iv. evaluate similarities and differences by connecting features across and within genres and texts

B: Organizing

i. employ organizational structures that serve the context and intention

ii. organize opinions and ideas in a sustained, coherent and logical manner

iii. use referencing and formatting tools to create a presentation style suitable to the context and intention

C: Producing text

i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process

ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

iii. select relevant details and examples to develop ideas

D: Using language

i. use appropriate and varied vocabulary, sentence structures and

using language to gather and communicate information

- Paraphrase accurately and concisely

Research

- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Access information to be informed and inform others
- Create references and citations, use footnotes/endnotes and construct bibliography according to recognised conventions

Thinking

- VIII. Critical thinking skills
- Analysing and evaluating issues and ideas
- Draw reasonable conclusions and generalizations

exploration of voice usage and conventions literary elements and devices citation techniques

Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
To the Victors, the Spoils?	Systems	Causality (cause and consequence), Globalization, Perspective	<p>Globalization and sustainability</p> <p>Population and demography, Markets, Commodities and commercialization, Diversity and interconnection, Consumption, Scarcity, Natural resources and public goods</p> <p>Fairness and development</p>	We will investigate unequal inter-statal relationships such as Empires are created for economic and ideological reasons, developed as complex systems to protect the interest of specific nations over others, and the impact this has on humankind and the environment.	<p>forms of expression</p> <p>ii. write and speak in a register and style that serve the context and intention</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p>v. use appropriate non-verbal communication techniques</p> <p>A: Knowing and understanding</p> <p>i. use a wide range of terminology in context</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples</p> <p>B: Investigating</p> <p>i. formulate a clear and focused research question and justify its relevance</p> <p>ii. formulate and follow an action plan to investigate a research question</p> <p>iii. use research methods to collect and record appropriate, varied and relevant information</p> <p>iv. evaluate the research process and results</p>	<p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Give and receive meaningful feedback Use a variety of media to communicate with a range of audiences Negotiate ideas and knowledge with peers and teachers Collaborate with peers and experts using a variety of digital environments and media Reading, writing and using language to gather and communicate information Read critically and 	<p>government, First Peoples governance, political institutions, and ideologies</p> <p>environmental, political, and economic policies</p> <p>Canadian autonomy</p> <p>Canadian identities</p> <p>discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and internments</p> <p>advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission</p> <p>domestic conflicts and co-operation</p> <p>international conflicts and co-operation</p> <p>social, cultural, or technological</p>

Subject Group Overview

C: Communicating

- 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

D: Thinking critically

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make valid, well supported arguments
- iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations
- iv. interpret different perspectives and their implications

- for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Paraphrase accurately and concisely
- Preview and skim texts to build understanding
- Take effective notes in class
- Make effective summary notes for studying
- Use a variety of organizers for academic writing tasks
- Organize and depict information logically
- Structure information in summaries, essays and reports

Social

- II. Collaboration skills
- Working effectively with others
- Practise empathy
- Take responsibility for one's own actions
- Build consensus
- Listen actively to other perspectives and ideas
- Exercise leadership and take on a variety of roles within groups

Self-management

- III. Organization skills
- Managing time and tasks effectively

innovations and developments in the 20th century (adapted from 20th Century World History 12) colonialism and contemporary issues for indigenous people in Canada and around the world (adapted from Contemporary Indigenous Studies 12) systems of power and governance in global cultures (adapted from Comparative Cultures 12)

Subject Group Overview

- Plan short- and long-term assignments; meet deadlines
- Keep and use a weekly planner for assignments
- Set goals that are challenging and realistic
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/ notebooks
- Use appropriate strategies for organizing complex information
- Select and use technology effectively and productively
- IV. Affective skills
- Managing state of mind
- Mindfulness
- Practise focus and concentration
- Practise strategies to overcome distractions
- Emotional management
- Resilience
- Practise “bouncing back” after adversity, mistakes and failures
- Practise “failing well”
- V. Reflection skills
- (Re-)considering the process of learning; choosing and using ATL skills

Subject Group Overview

- Develop new skills, techniques and strategies for effective learning
- Identify strengths and weaknesses of personal learning strategies (self-assessment)
- Consider content
- What did I learn about today?
- What don't I yet understand?
- What questions do I have now?
- Consider ATL skills development
- What can I already do?
- What will I work on next?
- Consider ethical, cultural and environmental implications

Research

- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Collect, record and verify data
- Access information to be informed and inform others
- Use memory techniques to develop long-term memory
- Present information in a variety of formats and platforms
- Collect and analyse

Subject Group Overview

- data to identify solutions and make informed decisions
- Process data and report results
- Understand and implement intellectual property rights
- Create references and citations, use footnotes/endnotes and construct bibliography according to recognised conventions
- Identify primary and secondary sources
- VII. Media literacy skills
- Interacting with media to use and create ideas and information
- Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)
- Demonstrate awareness of media interpretations of events and ideas (including digital social media)
- Compare, contrast and draw connections among (multi)media resources

Subject Group Overview

Thinking

- VIII. Critical thinking skills
- Analysing and evaluating issues and ideas
- Practise observing carefully in order to recognise problems
- Recognise unstated assumptions and bias
- Interpret data
- Evaluate evidence and arguments
- Recognise and evaluate propositions
- Draw reasonable conclusions and generalizations
- Test generalizations and conclusions
- Revise understanding based on new information and evidence
- Consider ideas from multiple perspectives
- Identify obstacles and challenges
- IX. Creative thinking skills
- Generating novel ideas and considering new perspectives
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Create novel solutions to authentic problems
- Make unexpected or unusual connections

Subject Group Overview

- between objects and/or ideas
- Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments
- Practise visible thinking strategies and techniques
- X. Transfer skills
- Utilizing skills and knowledge in multiple contexts
- Utilize effective learning strategies in subject groups and disciplines
- Apply skills and knowledge in unfamiliar situations
- Inquire in different contexts to gain a different perspective
- Change the context of an inquiry to gain different perspectives

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
The Rise of the Rule of Law	Systems	Globalization, Identity, Equity	<p>Fairness and development</p> <p>Power and privilege, Imagining a hopeful future, Democracy, Politics, Government and civil society, Inequality, Difference and inclusion, Rights, Law, Civic responsibility and the public sphere, Justice, Peace and conflict management,</p>	We will understand that the development of systems providing international structures for democratic order and authority in a global community seeking to imagine a hopeful future of peace and equality, demands an ever greater engagement in civic responsibility and conflict management, through an investigation into the impact of the	<p>A: Knowing and understanding</p> <p>i. use a wide range of terminology in context</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples</p> <p>B: Investigating</p> <p>i. formulate a clear and focused research</p>		<p>social, cultural, or technological innovations and developments in the 20th century (adapted from 20th Century World History 12)</p> <p>colonialism and contemporary issues for indigenous people in Canada and around the world (adapted from Contemporary Indigenous Studies 12)</p> <p>current issues in local,</p>

Subject Group Overview

Authority, Security and freedom, Ecology and disparate impact

supremacy National and International Law, both in Canada and the world beyond.

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 research process and results

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regional, national, or global politics as represented in mass media (adapted from Political Studies 12)
systems of power and governance in global cultures (adapted from Comparative Cultures 12)
rights of individuals in Canada (adapted from Law Studies 12)
methods used by individuals, groups, and organizations to promote social justice (adapted from Social Justice 12)
contemporary theories of money and investment (adapted from Economic Theory 12)
recognition of and responses to genocide (from Genocide Studies 12)