

MYP Year: 2					
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5 (optional) - REV
Unit title	My Environmental Footprint	Moving On Over	I'm Greeking Out	Revolutions as in Industrial	Empires
Duration	7	10	7	8-9	6
Key Concept	Global Interaction	Time, Place, and Space	Global Interaction	Change	Change
Related Concepts	Globalization, Sustainability	Causality, Globalization, Choice	Globalization, Identity, Processes	Innovation and revolution, processes	Power, Globalization, Resources
Global Context	Globalization and Sustainability (Human Impact on the Environment)	Orientation in Space and Time (Evolution, Constraints, and Adaptation)	Personal and Cultural Expression (Social Constructs of Reality, Philosophies and Ways of Life, Belief Systems, Ritual and Play)	Scientific and technical innovation (Modernization, industrialization and engineering)	Identities and Relationships (Identity Formation, Self-Esteem, Status, Roles, and Role Models)
Statement of Inquiry	All human activities have an impact on the natural environments.	Changes happen when new groups of animals or people as well as new ideas interact with new areas around the world.	A single organized and unified community made up of many diverse cultural ideas can accomplish much more than separate, smaller communities.	The outcome of the Industrial Revolution brought the world closer through innovation and change.	Empires had significant impacts by spreading many ideas and concepts, created trade routes for the transition of resources from one culture to another, and implemented/altered many cultural attitudes that are still in effect today.
MYP Subject Objectives	A, B, C, D	A, B, C	A, C, D	A, B, C, D	A, B, C, D
Approaches to Learning (ATL) skills	Take responsibility for one's own actions. Listen actively to other perspectives and ideas. Plan short- and long-term assignments; meet deadlines. Practise strategies to develop mental focus. Practise strategies to overcome distractions.	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. Read a variety of sources for information and for pleasure. Paraphrase accurately and concisely. Organize and depict information logically.	Interpret and use effectively modes of non-verbal communication. Use appropriate forms of writing for different purposes and audiences. Create plans to prepare for summative assessments (examinations and performances). Collect, record and verify data. Access information to be informed and inform others.	Exchanging thoughts, messages and information effectively through interaction, Reading, writing and using language to gather and communicate information. Finding, interpreting, judging and creating information. Analysing and evaluating issues and ideas, Utilizing skills and knowledge in multiple contexts.	Plan short- and long-term assignments; meet deadlines. Create plans to prepare for summative assessments (examinations and performances). Consider content.
Content	Students will learn about their own interactions with the environment and consider actions they can take individually to conserve scarce resources, while planning for a sustainable future.	Students will consider what causes animals and people to move , including push and pull factors. Students will also consider the effects of such movements on the individuals, society, and the environment.	Students will learn about the rise of the Greek city-states and how natural environment caused different traits within the states themselves. Students will also learn about the scientific and artistic contributions of the Greeks that have endured throughout time.	Students will learn about how the industrial revolution affected nations, with a focus on Britain and why the IR started there first. They will then learn about the 2-4th revolution comparing and contrasting how different regions of the world have been changed through these revolution.	Students will learn about the creation, development, and expansion of the Mongol Empire. Students will also consider the culture traits that were exchanged by different conquered societies and how they shaped the Mongol identity.
Summative Assessment Task(s)	Students will create a personal and school based action plan to reduce their footprint. (A,B,C,D)	Students will write a comprehensive written exam (A,B, C)	Students will complete a range of tasks in group work simulating being a Greek city-state (A,C,D)	Students will create a virtual museum that has three rooms with 4 displays. Each room is to concentrate on a specific theme.	Students will write an essay discussing the most valuable contributions of the Mongol Empire. (A,B,C,D)
AERO standards	3.8.e, 7.8.c, 7.8.f, 8.8.a, 8.8.e	1.8.a, 3.8.a, 3.8.c, 3.8.f, 7.8.b	4.8.a, 5.8.f, 6.8.a, 6.8.c, 6.8.f	4.8.a , 4.8.c , 4.8.e, 5.8.a , 5.8.b, 6.8.c	1.8.a, 2.8.a, 4.8.e, 7.8.e
AERO standards for Social Studies can be viewed at: http://www.projectaero.org/aero_standards/socialstudies/socialstudies.pdf					
Please note: The curriculum is subject to change based on student learning needs and interests.					
Teacher Name:		ndovoi Mwangangi			
Teacher Email:		n.mwangangi@isumongolia.edu.mn			
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