

<b>MYP Subject: Individuals &amp; Societies</b>				
<b>MYP Year: 4</b>				
	Unit 1	Unit 2	Unit 3	Unit 4
<b>Unit title</b>	Does trade and exchange promote cooperation or lead to exploitation	Renaissance	War: What is it Good For?	World Religions
<b>Duration</b>	9	7	10	10
<b>Key Concept</b>	Systems	Change	Global Interaction	Systems
<b>Related Concepts</b>	Causality, Choice, Processes	Culture, Innovation and Revolution	Causality, conflict, perspectives	Identity, Culture
<b>Global Context</b>	Fairness and Development (Inequality, Difference, and Inclusion)	Personal and Cultural Expression (Artistry, Craft, Creation, Beauty)	globalization and sustainability	Identities and Relationships (Human Nature and Human Dignity; Moral Reasoning and Ethical Judgement; Consciousness and Mind)
<b>Statement of Inquiry</b>	Economical concepts and systems are caused and affected by global as well as personal decisions and choices.	The Renaissance was a time of great change in both thought and deeds creating a period of cultural freedom.	Countries of the world come to conflict over resources, religion, thirst for power, etc.	The major religions of the world have both similarities and differences between them.
<b>MYP Subject Objectives</b>	A, B, C, D	B, C, D	A, B, C, D	A, B, C
<b>Approaches to Learning (ATL) /Information Literacy Inquiry Continuum (ILIC) skills</b>	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. Evaluate evidence and arguments. Recognise and evaluate propositions. Draw reasonable conclusions and generalizations.	Give and receive meaningful feedback. Use a variety of speaking techniques to communicate with a variety of audiences. Read critically and for comprehension. Read a variety of sources for information and for pleasure. Gather and organize relevant information to formulate an argument.	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). Seek a range of perspectives from multiple and varied sources. Recognise unstated assumptions and bias. Evaluate evidence and arguments.	Use intercultural understanding to interpret communication. Use appropriate forms of writing for different purposes and audiences. Use a variety of media to communicate with a range of audiences. Paraphrase accurately and concisely. Preview and skim texts to build understanding. Organize and depict information logically.
<b>Content</b>	Students will learn the terminology used in Economics and consider how it impacts their own choices in their lives. Students will understand the role of scarcity and opportunity cost and how it influences individual and societal allotment of resources.	Students will learn the differences between the medieval period and the renaissance periods. Understand factors that can influence social change by learning about the changes and the developments that took place in the medieval period. Understand the motives behind the work of leading Renaissance figures and be able to evaluate their legacies. Be able to identify the perspectives of different people (write a journal from the perspective of a person during the Renaissance).	Students will learn about the causes of 20th century wars. The students will also learn about the impact conflict on various aspects of humanity. Students will also learn about the process of peace making.	Students will learn about the different religions in the world. They will also explore the similarities and differences that exist within the various religions of the world, this will be done with an aim of trying to understand how we can promote religious tolerance in the world.
<b>Summative Assessment Task(s)</b>	Students will have an oral exam on income inequality, with a focus on being for it or against it. (A, C)	Students will create their own piece of Renaissance greatness (art, poetry, culture) and share it. (B,C,D)	Students will write an essay on the causes of a particular conflict and analyze the conflicts' origins. (A, B, C, D)	Students will create a presentation on their assigned religion to share with their classmates. (A,B,C)
<b>AERO standards</b>	1.12.a 1.12.c 2.12.d 3.12.c 7.12.a 7.12.b 8.12.c	1.12.a 1.12.b 2.12.b 4.12.a 4.12.b 8.12.a 8.12.b 8.12.c	2.12.a 2.12.b 2.12.c 7.12.a 5.12.a	1.12.a 2.12.c 4.12.a 4.12.c 4.12.d 5.12.a 5.12.b 5.12.c 5.12.f
AERO standards for Social Studies can be viewed at: <a href="http://www.projectaero.org/aero_standards/socialstudies/socialstudies.pdf">http://www.projectaero.org/aero_standards/socialstudies/socialstudies.pdf</a>				
Please note: The curriculum is subject to change based on student learning needs and interests.				
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