### Lucile Erwin Middle School an IB World School

**Subject-group overview: Individuals and Societies (Level 1/Grade 6)**

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<tr>
<th>Standard</th>
<th>Human Geography</th>
<th>Research Skills</th>
<th>Civics</th>
<th>Early History of the Western Hemisphere</th>
<th>Economics and Financial Literacy</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit Name</strong></td>
<td>Geography Skills</td>
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<tr>
<td><strong>Unit Length</strong></td>
<td>30 hours (6 weeks)</td>
<td>25 hours (5 weeks)</td>
<td>20 hours (4 weeks)</td>
<td>40 hours (8 weeks)</td>
<td>35 hours (7 weeks)</td>
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#### Key Concepts

**Time, Place and Space**

Time, place and space. The intrinsically linked concepts of time, space and place refer to the absolute or relative position of people, objects and ideas. “Time, place and space” focuses on how we construct and use our understanding of location (“where”) and “when”).

For individuals and societies, time is not simply the measurement of years or time periods but is a continuum of significant events of the past, present and future. Place and space are complex concepts, the definitions of which are fluid. Place is socially constructed and can be explored in terms of constraints and opportunities afforded by location. Places have value and meaning defined by humans. Space relates to where and why places and landscapes are located. The concept also includes the social, economic, and political processes that interact through or across space, resulting in patterns and networks arising, such as migration or trade flows. Challenges related to “place and space” can be understood on multiple scales (including local, regional, national and global).

**Systems**

Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.

For individuals and societies, systems thinking provides a powerful tool for understanding both natural and human-environments, and the role of individuals within them. Social and natural systems rely on a state of equilibrium and are vulnerable to change from internal and external forces.

**Change**

Change is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.

For individuals and societies, the concept of change allows examination of the forces that shape the world: past, present and future. The causes and effects of change can be natural and artificial; intentional and unintentional; positive, negative or neutral. The subject group explores the role of individuals and societies in shaping change.

**Global Interactions**

Global interactions focus on the connections between individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.

For individuals and societies, global interactions focus on the interdependence of the larger human community, including the many ways that people come into conflict with and cooperate with each other, and live together in a highly interconnected world to share finite resources.

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**Related Concepts**

**Scale**

Scale represents the proportional relationship between a certain distance on a map and a certain distance on the Earth’s surface. Scale as a related concept looks at the local, regional, national and international/global framework that the subject specific content is applicable to. Use of this related concept emphasizes that challenges, problems and ideas can be analyzed at one of these scales and/or the interrelation among them. There should be recognition that they do not only happen in situ but also have an effect on each other.

**Culture**

Culture helps shape, define and guide civilizations and individuals and it influences the relationships between them and the environment. Cultures are constituted by learned behaviours and values shared by groups and transmitted through socialization. Geographers study cultural traits of places in terms of language, customs, beliefs, dress, images, music, food and technology.

**Perspective**

Perspective is a concept of a different nature as it is more clearly related to the craft of the discipline. Perspective is the way someone looks at something taking into consideration all of the things that have happened with that thing in the past and the relationship between the viewer and the thing in the past being viewed. For historians, perspective implies a need for understanding different sides of an event.

**Government**

A group of people that rule/administer a nation, community or unit. It sets and administers public policy and exercises executive, political, and sovereign power through customs, institutions, and laws within a state or units in question. A government can be classified into many types—democracy, republic, monarchy, aristocracy, and dictatorship are just a few. It can also refer to the practice of governing.

**Citizenship**

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**Civilization**

Perspective is a concept of a different nature as it is more clearly related to the craft of the discipline. Perspective is the way someone looks at something taking into consideration all of the things that have happened with that thing in the past and the relationship between the viewer and the thing in the past being viewed. For historians, perspective implies a need for understanding different sides of an event.

**Choice**

Choice involves making a decision between at least two alternatives, knowing that in selecting one item, we will have to go without the other (e.g., if we buy a camera, we cannot also buy a phone with the same money). Because of scarcity (limited needs and wants being met by limited resources) we must make choices about which needs and wants to meet with the resources we have. We break economic choice down into three more specific questions:

1. **What products should we make and how much of each product should we produce?**
### Causality

Causality is the relationship between cause and effect and the internal and external factors that influence this relationship. Geographers understand that behind every geographical phenomenon—be it physical or human—there is an underlying "cause" that leads to an "effect"; the consequence(s) of which can either be known or unknown. Causes can be direct or intervening, and can be internal and external. Geographers study causality not only as a fixed and end point of geographical phenomena, but also in the events and actions that occur in between these points. An example of which is the causality of plate tectonics; geographers analyze the cause and effects of plate tectonics, but also plate tectonic sub-themes such as disaster management and P waves. Causality in geography is inherently linked with the key concept of "change" and can exist across a wide spectrum of times, places and spaces, another of the individuals and societies key concepts.

Both the human and physical world have differences that intrinsically mesh to create a planet of diversity and a unique world.

### Personal and Cultural Expression

What is the nature and purpose of creative expression?

Students will explore the ways in which they discover and express ideas—use vocabulary in context—understanding what it means to be human—orientations in time and space.

### Orientation in time and space

What is the meaning of "when" and "where"?

Students will explore personal histories; homes and journeys; turning points in human kind; discoveries, explorations of migration of human kind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.

- Natural and human landscape and resources
- Scale, duration, frequency and variability

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- Civilizations and social histories, heritage, pilgrimage, migration, displacement and exchange
- Markets, commodities and commercialization

### Fairness and development

What are the consequences of our choices about what to produce, how to produce it, and who gets the things that are produced?

In economics, power is the ability to make choices about what to produce, how to produce it, and who gets the goods that are produced. Power can be more centralized, as in a command economy where economic choices are made by the government, or monoply oligopoly situations where economic choices are made by a few large firms. Power can also be decentralized, as in a free market economy where many firms and consumers share power.

### Power

Power of individuals and of groups can be defined as a capacity to make things happen.

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classroom, including important features of a map. By completing this assessment, students will demonstrate their A. Knowing and Understanding of basic geography skills. This will also assess B. Investigating by having students collect and record data. They will demonstrate D. Thinking Critically by analysing their data to correctly scale their maps.

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<th>Summative: Place Brochure Project</th>
<th>iv. identify different views and their implications.</th>
<th>Summative: Sultana Documentary CER: Students will watch a documentary concerning the sinking of the steamship Sultana where they will be given a set of possible explanations as to what sank the ship and they have to decide which one they will claim as the reason it sank. Students will be provided multiple graphic organizers and a range of differentiation to meet their needs.</th>
<th>United States Bill of Rights vs. Mexican Constitution, Compare and Contrast Essay: Students will close read the U.S. Bill of Rights and compare that to a close read collection of Amendments found in the Mexican Constitution. Students will mainly look for similarities. ESS and most ELL students will be given an outline that provides them with sentence stems and guiding structure to only explore similarities between the two documents. GT and those looking for an extension will be given a bare bones outline that asks for similarities as well as differences.</th>
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<td>Students will select a location in the Western Hemisphere that they will 'advertize'. They will research and describe the climate, attractions, population, and culture of that location. Then they will synthesize the information about that city and include a paragraph in their brochure that explains how things are connected and affected by each other.</td>
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<th>ATL Skill</th>
<th>Communication</th>
<th>Social</th>
<th>Thinking</th>
<th>Research</th>
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<th>Research</th>
<th>Thinking</th>
<th>Communication</th>
<th>Self-Management</th>
<th>Thinking</th>
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