

Lucile Erwin Middle School an IB World School

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

Unit Length Weeks	11 – 12 weeks (1 st & 2 nd Quarter)	9 - 10 weeks (2 nd & 3 rd Quarter)	4 - 5 weeks (3 rd Quarter)	9 - 10 weeks (4 th Quarter)
Unit Name	Physical and Human Geography	Civics	Economic systems/Financial Literacy	Western Exploration and Expansion
Standard	G1 G2	C1 C2 H2 c	E1 E2 C2 c	H1 H2 C1 a
Key Concepts	<p>Time place and space</p> <p>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”).</p> <p>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.</p> <p>Space relates to where and why places and landscapes are located. The is 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).</p>	<p>Systems</p> <p>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.</p> <p>For individuals and societies, systems thinking provide 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.</p>	<p>Global Interactions</p> <p>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.</p> <p>For individuals and societies, global interactions focuses 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.</p>	<p>Change</p> <p>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.</p> <p>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.</p>

<p>Related Concepts</p>	<p>Scale</p> <p>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.</p> <p>Patterns and trends</p> <p>Patterns are regular arrangements of something in a study area (space or place) and trends are regular arrangements of something over time. Patterns and trends can be established at different levels of analysis or at different scales, from the local to the national and regional, to the global. Patterns and trends can also be used as important tools to help predict and anticipate geographic processes in both human and natural contexts. Patterns and trends in geography are inherently linked to the concept of “systems” and they exist across a wide spectrum of times, places and spaces, another of our key concepts.</p> <p>Process</p> <p>Processes are measured movements in the physical, human or cultural world to reach particular results or consequences, marking gradual changes in geography. These can have expected or unintended outcomes. This as a related concept is widely applicable across all areas of geography. A process that is particularly important for geographers is that of development. Even though the definition of development is subject to much debate (especially regarding its indicators), it can be understood as a social, economic and political process that enables the rise in the standards of living of the population.</p> <p>Culture</p> <p>Culture encompasses a range of unique experiences, behaviors, customs and ways of knowing within human communities throughout history. Culture is usually transmitted from generation to generation and it affects the way people perceive their world and the way they behave. Culture can be dynamic or static and is often examined by historians in relation to the time, place and space of historical events, processes or developments. Historians often examine changes in culture in order to make comparisons between the past and the present. Culture is a system.</p>	<p>Ideology</p> <p>An ideology is a system of ideas and ideals, which can form the basis of political or economic theories, policies and actions. Ideologies usually encompass systematic arrangements of premises and assertions that are used to interpret the world and make normative assertions about how it should be organized. Ideologies can evolve and change over time in order to meet the needs of a group of people or a society. Ideologies can be derived from the place and space in which a group of people or a society is located. Ideologies can evolve into political, economic or social systems and these systems can impact humans in a variety of way. For example, through the definition of certain rights and responsibilities.</p> <p>Power</p> <p>Power of individuals and of groups can be defined as a capacity to make things happen. Within geography, the balance of power can be considered in terms of physical processes, such as the power of erosion versus deposition. The balance of power is also significant in terms of human development and interaction—the relative power of government, transnational corporations, multilevel government organizations, civil society organizations and the rights of individual communities and citizens. MYP geography courses should seek to understand not only how people and environments are interlinked with and within themselves but also how power underpins those relationships.</p> <p>The concept of power raises the issue of equity and the rights of different groups, including gender groups, and the rights of indigenous peoples in the competition over resources. Competition in geography is the struggle among conflicting interests. Competition over resources (land, food, timber, water, oil and other energy sources) is central to the study of modern-day geography and it raises the question of the rights to resources and power over them.</p>	<p>Globalization</p> <p>As a related concept, globalization encompasses local, national and global repercussions and expectations for our “shrinking” world.</p> <p>Economic globalization is the increasing integration of national economies so that resources, products and information flow more freely across borders. Globalization is an ongoing process that can accelerate, slow down, or even be reversed. Currently, many arrangements exist between countries that increase economic integration to varying degrees (that is various types of trading blocs). Globalization can be slowed or reversed when governments or other groups take actions to limit the movement of resources, products or information across borders. This can happen for many reasons, including but not limited to: war, a desire to protect domestic industries or a desire to collect taxes on imports.</p> <p>Choice</p> <p>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 (unlimited 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: What products should we make and how much of each product should we produce? How should we make our products (that is how should we combine our resources to produce goods)? Who should get the products we make (that is based on which criteria, for example wealth or fairness, should products be distributed)?</p> <p>Consumption</p> <p>Consumption is the use of products to satisfy immediate needs and wants. Products that we use to directly meet our needs and wants are called consumer goods (for example, a television meets the desire for entertainment). Alternatives to consumption include investment and conservation. In investment, products are produced and can then be used to make other goods and services, rather than being immediately consumed. In conservation, production is avoided in order to preserve resources. Both investment and conservation allow for the possibility of higher consumption in the future. The proper combination of consumption, investment and conservation is a question for debate.</p>	<p>Perspective</p> <p>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.</p> <p>Civilization</p> <p>Civilization is a concept used to describe forms of social organization that are usually large, complex and have achieved a certain level of urbanization and cultural development. To become a civilization, a society usually undergoes a series of change processes, which lead to social development and organization in the society. Even though the concept of civilization was originally associated with a greater degree of advancement or development of a social organization, this relationship has been questioned by some historians for containing an overt value judgment.</p> <p>Conflict</p> <p>Conflict can develop from inequalities in distribution of power and may manifest itself in many forms: protracted disagreements or arguments; prolonged armed struggles; clashes of opposing feelings or needs; serious incompatibilities between two or more opinions, principles, or interests. Historians study conflict between individuals and societies over time and across place and space, and they also examine how conflicts can be sources of continuity and catalysts for change.</p>
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<p>Global Context</p>	<p>Scientific and technical innovation</p> <p>How do we understand the worlds in which we live?</p> <p>Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p> <p>Possible explorations to develop:</p> <ul style="list-style-type: none"> • civilizations and social histories, heritage; pilgrimage, migration, displacement and exchange • epochs, eras, turning points and ‘big history’ • scale, duration, frequency and variability • peoples, boundaries, exchange and interaction • natural and human landscapes and resources • evolution, constraints and adaptation <p>Globalization and sustainability</p> <p>How is everything connected?</p> <p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p> <p>Possible explorations to develop:</p> <ul style="list-style-type: none"> • markets, commodities and commercialization • human impact on the environment • commonality, diversity and interconnection • natural resources and public goods • consumption, conservation, • population and demography • urban planning, strategy and infrastructure 	<p>Fairness and development</p> <p>What are the consequences of our common humanity?</p> <p>Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p> <p>Possible explorations to develop:</p> <ul style="list-style-type: none"> • democracy, politics, government and civil society • inequality, difference and inclusion • human capability and development ; social entrepreneurs • rights, law, civic responsibility and the public sphere • justice, peace and conflict management • power and privilege • authority , security and freedom • imagining a hopeful future 	<p>Globalization and sustainability</p> <p>How is everything connected?</p> <p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world- interconnectedness; the impact of decision-making on humankind and the environment.</p> <p>Possible explorations to develop:</p> <ul style="list-style-type: none"> • markets, commodities and commercialization • human impact on the environment • commonality, diversity and interconnection • natural resources and public goods • consumption, conservation, • population and demography <ul style="list-style-type: none"> • urban planning, strategy and infrastructure 	<p>Orientation in time and space</p> <p>What is the meaning of “when” and “where”?</p> <p>Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of human-kind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.</p> <p>Possible explorations to develop:</p> <ul style="list-style-type: none"> • competition and cooperation; teams, affiliation and leadership identity formation, self-esteem, status, roles and role models • personal efficacy and agency; attitudes, motivations, independence; happiness and the good life • development, transitions, health and well physical, psychological and social -being, lifestyle choices • human nature and human dignity, moral reasoning and ethical judgment, consciousness and mind
<p>Criterion objectives/strand assessment task</p>	<p>Thinking Critically</p> <p>Investigating</p>	<p>Knowing and Understanding</p> <p>Investigating</p> <p>Thinking Critically</p>	<p>Knowing and understanding</p>	<p>Knowing and Understanding</p> <p>Thinking Critically</p>
<p>ATL Skill</p>	<p>Communication</p> <p>Social</p> <p>Thinking</p>	<p>Thinking</p> <p>Research</p>	<p>Self-Management</p>	<p>Thinking</p> <p>Communication</p>
<p>LDC Unit? Yes or No Type of Writing (paragraph, essay, etc.)</p>	<p>Yes</p>			