

Year 1: Grade 6 Individuals and Societies 2020-2021

Unit Title	MYP Key Concept	MYP Related Concepts	MYP Global Context	Statement of Inquiry	MYP (Criterion) Objectives	ATL Skills	Content Knowledge
Unit 1: Where in the World?	Time, Place, and Space	Processes and Patterns	Identities and Relationships: Motivations & roles	The process of migration and patterns of settlement rely on the natural landscape of a place at a specific time.	A, C	<p>Thinking E.11- Formulate factual, topical, conceptual, and debatable questions.</p> <p>Communication A.1.13- Organize and depict information logically.</p>	<p>History.1.1-C.6.1a 1. describe and compare the characteristics of the ancient civilizations of Egypt, Mesopotamia, and China to include: a. significance of river valleys; early irrigation and its impact on agriculture.</p> <p>History.1.1-C.6.2a 2. describe and analyze the geographic structures of early civilizations of India, to include: a. location and description of the river systems and other topographical features that supported the rise of India.</p> <p>Geography.II.2-A.6.1 Geography.II.2-A.6.2 1. Identify the location of places using latitude and longitude. 2. Draw complex maps from memory and interpret them to answer questions about the location of physical features.</p>
Unit 2: Inventions of the Ancient World	Change	Civilization and Knowledge	Scientific and Technical Innovation: Ingenuity and Discoveries	Changes in the knowledge and understanding of a civilization can lead to new discoveries and influence ingenuity.	A, B	<p>Self-Management C.4- Set goals that are challenging and realistic.</p> <p>Research D.1- Collect, record, and verify data.</p>	<p>History.1.1-C.6.1e 1. describe and compare the characteristics of the ancient civilizations of Egypt, Mesopotamia and China and explain the importance of their contributions to later civilizations, to include: e. religious traditions, cultural, and scientific contributions (e.g., writing systems, calendars, building of monuments such as the pyramids);</p> <p>History.1.1-C.6.2d 2. describe and analyze the structures of early civilizations of India, to include: d. important aesthetic & intellectual traditions</p>

							(e.g., Sanskrit literature, medicine, metallurgy, mathematics including Hindu-Arabic numerals and zero). History.1.1-D.6.1 1. organize information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, and contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences/conclusions;
Unit 3: A Global Economy	Global Interactions	Networks and Trade	Globalization and Sustainability: Commodities and Diversity	Global interactions amongst different societies results in trading commodities and creates a diverse network of ideas.	D	Social B.10- Negotiate effectively. Communication A.3- Use a variety of speaking techniques to communicate with a variety of audiences.	History.1.1-C.6.1c 1. describe and compare the characteristics of the ancient civilizations of Egypt, Mesopotamia and China and explain the importance of their contributions to later civilizations, to include: c. effect on world economies and trade. Economics.IV.4-C.6.1 1. compare and contrast the trade patterns of early civilizations. History.1.1-D.6.1 1. organize information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences /conclusions.
Unit 4: The World Religions	Systems	Rituals and Worship	Identities and Relationships: Moral Reasoning and Attitudes	Systems of worship create rituals that relate to a religion’s moral reasoning and attitudes about life	B	Self-Management C.3.2- Identify strengths and weaknesses of personal learning strategies (self-assessment). Research D.2.1- Locate, organize, analyse, evaluate, synthesize, and ethically use information from a variety of sources and media.	History.1.1-C.6.4 4. Describe major religions of the world to include Hinduism, Buddhism, Judaism, Christianity, and Islam (e.g., founding leaders, traditions, customs, beliefs) History.1.1-C.6.6d 6. compare and contrast the political and economic events and the social and geographic characteristics of medieval European life and their enduring impacts on later civilizations, to include: d. role of the roman catholic church and monasteries. History.1.1-C.6.1e e. religious traditions, cultural, and scientific contributions (e.g., writing systems, calendars,

							building of monuments such as the pyramids);
Unit 5: To Those in Power	Global Interactions	Government and Leadership	Fairness and Development: Politics and Power	A government's & leader's global interactions with other civilizations are based upon the politics that civilization has and power it holds.	D	<p>Thinking E.7- Draw reasonable conclusions and generalizations.</p> <p>Research D.3- Make connections between various sources of information.</p>	<p>History.1.1-C.6.1b 1. describe and compare the characteristics of the ancient civilizations of Egypt, Mesopotamia and China and explain the importance of their contributions to later civilizations, to include: b. forms of government (e.g., the theocracies in Egypt, dynasties in China); History.1.1-C.6.2c 2. describe and analyze the geographic, political, economic, religious, and social structures of early civilizations of India, to include: c. structure and function of the caste system. Civics.III.3-A.6.1 Civics.III.3-A.6.2 1. describe the concept of democracy as developed by the Greeks and compare the evolution of democracies throughout the world; and 2. describe the concept of republic as developed by the Romans and compare to other republican governments.</p>
Unit 6: An Enlightened Future	Change	Perspective and Learning	Personal and Cultural Expression: Creation and Fields and Disciplines	Changes in the perspective of a culture based upon learning ideas leads to the creation of new fields and disciplines.	A, C	<p>Communication A.7- Negotiate ideas and knowledge with peers and teachers.</p> <p>Social B.9- Listen actively to other perspectives and ideas.</p>	<p>History.1.1-C.6.1d 1. describe and compare the characteristics of the ancient civilizations of Egypt, Mesopotamia and China and explain the importance of their contributions to later civilizations, to include: d. key historical figures. History.1.1-C.6.6b History.1.1-C.6.6c b. reasons for the fall of the Roman Empire c. new forms of government, feudalism, and the beginning of limited government with the Magna Carta. History.1.1-C.6.6e 6. compare and contrast the political and economic events and the social and geographic characteristics of medieval European life, to include: e. causes, course and effects of the Crusades; impact of the black</p>

Year 2: Grade 7 Individuals and Societies 2020-2021

Unit Title	MYP Key Concept	MYP Related Concepts	MYP Global Context	Statement of Inquiry	MYP (Criterion) Objectives	ATL Skills	Content Knowledge
Unit 1: "New Mexico's Environment"	Time, Place, and Space	Scarcity and Sustainability	Orientation in Space and Time: Natural & Human Landscapes and Resources	A place's natural and human landscapes in a certain time & space may lead to scarcity of resources & a need for sustainability.	D	<p>Communication A.1.4- Use and interpret a range of discipline-specific terms and symbols.</p> <p>Thinking E.4- Interpret data</p>	<p>History.1.1-A.5 5. Explain how New Mexicans have adapted to their physical environments to meet their needs over time (i.e., living in the desert, control over water resources, use of natural resources). Geography.II.2-A.2 2. Describe factors affecting location of human activities, including land-use patterns in urban, suburban, and rural areas. Geography.II.2-B.1 1. Select and explore a region by its distinguishing characteristics. Geography.II.2-C.2 2. Interpret and analyze geographic information obtained from a variety of sources (e.g., maps, personal documents and interviews, graphs, charts, diagrams, tables, etc.).</p>
Unit 2: "The Early People of New Mexico"	Systems	Innovation and Knowledge	Scientific and Technical Innovation: Adaptation and Ingenuity	Extensive knowledge of a place results in systems of innovation and ingenuity due to a need for adaptation to harsh environments.	A, C	<p>Communication A.4- Use appropriate forms of writing for different purposes and audiences.</p> <p>Social B.6- Manage and resolve conflict and work collaboratively in teams.</p>	<p>History.1.1-A.5 5. Explain how New Mexicans have adapted to their physical environments to meet their needs over time (i.e., living in the desert, control over water resources, pueblo structure, highway system, use of natural resources). History.1.1-A.2 2. Describe the characteristics of other indigenous peoples that had an effect upon New Mexico's development (e.g., pueblo farmers, Great Plains' horse culture, nomadic bands, inc. development of tools, trading routes, adaptation to environments, social structure, domestication of plants/ animals). History.1.1-D.6.1</p>

							1. organize information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions.
Unit 3: “New Mexico’s Spanish Era”	Global Interactions	Power and Conflict	Identities and Relationships: Status and Affiliation	Negative affiliations with certain groups due to global interactions create conflict and a struggle over status and power between groups.	B	<p>Research D.2.5- Seek a range of perspectives from multiple and varied sources.</p> <p>Thinking E.2.8- Apply existing knowledge to generate new ideas, products, or processes</p>	<p>History J.1-A.4 4. Describe how important individuals, groups and events impacted the development of New Mexico from 16th century to the present (e.g., Don Juan de Oñate, Don Diego de Vargas, Pueblo Revolt, Popé).</p> <p>Geography II.2-B.4 4. Describe geographically-based pathways of inter-regional interaction (i.e., the Camino Real’s role in establishing a major trade and communication route in the new world).</p> <p>History 8.1-D.1 1. demonstrate understanding and apply problem-solving skills for historical research, to include: use of primary and secondary sources; collecting, interpreting and applying information; gathering and validating materials that present a variety of perspectives.</p>
Unit 4: “Anglos in a Mexican Land”	Systems	Competition and Disorder	Globalization and Sustainability: Populations and Markets	Disorder may result from introducing competitive markets and populations to an area, which can lead to unwanted systems.	A, C	<p>Self-Management-C.2- Create plans to prepare for summative assessments.</p> <p>Social B.7- Build consensus.</p>	<p>History J.1-A.4 4. Describe how important individuals, groups and events impacted the development of New Mexico from 16th century to the present (e.g., 1837 Revolt, 1848 Rebellion, Treaty of Guadalupe Hildago, William Becknell and the Santa Fe Trail).</p> <p>History J.1-A.3 3. Explain the significance of trails and trade routes within the region (e.g., Spanish Trail, Camino Real, Santa Fe Trail).</p> <p>Geography II.2-E.3 3. Explain the accessibility to the New Mexico territory via the Santa Fe Trail and the railroad, conflicts with indigenous peoples, and the resulting development of N.M.</p>

Unit 5: “New Mexico’s Territorial Days”	Change	Identity and Development	Fairness and Development: Inequality and Difference	Development of a place can force the change of individual’s identities, with this development leading to inequality & difference.	B	<p>Research D.12- Create references and citations, use footnotes/ endnotes, and construct a bibliography according to recognized conventions.</p> <p>Thinking E.3- Recognize unstated assumptions and bias.</p>	<p>History.I.1-A.4 4. Describe how important individuals, groups and events impacted the development of New Mexico from 16th century to the present (e.g., buffalo soldiers, Lincoln County War, Navajo Long Walk, Theodore Roosevelt and the Rough Riders).</p> <p>History.I.1-A.6 6. Explain the impact of New Mexico on the development of the American west up to the present, to include: availability of land (e.g., individual, government, railroad, tribal, etc.); government land grants/treaties; transportation (e.g., wagons, railroads); identification and use of natural and human resources; population growth and economic patterns; and cultural interactions among indigenous and arriving populations & resulting changes.</p> <p>History.I.1-B.1 1. Analyze United States political policies on expansion of the United States into the southwest (e.g., Mexican cession, Gadsden purchase, broken treaties, long walk of the Navajos).</p>
Unit 6: “The Statehood Struggle”	Time, Place, and Space	Integration and Traditions	Personal and Cultural Expression: Philosophies and Ways of Life	Integration of groups in a society who hold different philosophies & ways of life from each other can create a need to maintain tradition.	A, D	<p>Thinking E.3.6- Combine knowledge, understanding, and skills to create products or solutions.</p> <p>Communication A.1.7- Paraphrase accurately and concisely.</p>	<p>History.I.1-A.6 6. Explain the impact of New Mexico on the development of the American west up to the present, to include: availability of land (e.g., individual, government, tribal, etc.); transportation (e.g. automobile); identification and use of natural and human resources; population growth and economic patterns; and cultural interactions among indigenous and arriving populations and the resulting changes.</p> <p>Civics.III.3-C.1 1. Compare and contrast New Mexico’s entry into the United States with that of the original thirteen colonies.</p> <p>Civics.III.3-C.2 2. Understand the structure and function of New Mexico government as created by the New Mexico constitution and how it supports local, tribal, and federal governments.</p>

Economics.IV.4-C.4
4. Describe the relationship between New Mexico, tribal, and United States economic systems.

Year 3, Grade 8 Individuals and Societies 2020-2021

Unit Title	MYP Key Concept	MYP Related Concepts	MYP Global Context	Statement of Inquiry	MYP (Criterion) Objectives	ATL Skills	Content Knowledge
Unit 1: "An America Colonized"	Global Interactions	Conflict and Ideology	Identities and Relationships: Motivations & roles	Different motivations for the global interactions of different groups can put the roles and ideologies of these groups in conflict.	A, D	<p>Thinking- E.12- Consider ideas from multiple perspectives.</p> <p>Self-Management- C.3.1- Develop new skills, techniques, and strategies for effective learning.</p>	<p>H8.1-C.2 2. Compare and contrast the influence of European countries (e.g., England, France, Holland) on the development of colonies in the new world.</p> <p>CG8.3-C.1c 1. Describe political philosophies and concepts of government that became the foundation for the American revolution and the United States government, to include: c. the social covenant established in the Mayflower Compact.</p> <p>E8.4-C.1 1. Explain how specialization leads to interdependence and describe ways most Americans depend on people in other households, communities, and nations for some of the goods they consume.</p> <p>H8.1-D.1 1. demonstrate understanding and apply problem-solving skills for historical research, to include: use of primary and secondary sources; sequencing, collecting, interpreting and applying information).</p>
Unit 2: "An America Forming"	Change	Governance and Revolution	Personal & Cultural Expression: History of Ideas and Institutions	Changes brought to a place due to governance & interest in the history of ideas may lead to revolution against the	A, C	<p>Communication A.1.5- Write for different purposes.</p> <p>Research D.8- Evaluate and select information sources and digital tools</p>	<p>G8.2-B.1 1. Describe how individual and cultural characteristics affect perceptions of locales and regions.</p> <p>H8.1-B.1a 1. Describe, evaluate, and interpret the economic and political reasons for the American Revolution, to include: a. attempts to regulate colonial trade through passage of the Tea Act, Stamp Act, and Intolerable Acts; colonists' reaction to British policy (e.g., boycotts, the Sons of Liberty, petitions, appeals to parliament);</p> <p>H8.1-B.1b</p>

				institutions in society.		based on appropriateness to specific tasks.	b. the ideas expressed in the Declaration of Independence, including the preamble. CG8.3-C.1a 1. Describe political philosophies and concepts of government that became the foundation for the American revolution and the United States government, to include: a. ideas of the nature of government and rights of the individuals expressed in the Declaration of Independence with its roots in English philosophers (e.g., John Locke).
Unit 3: “An America Established”	Systems	Liberty and Structure	Fairness and Development: Rights and Laws	A society achieving liberty and democracy can lead to an improved system of rights and laws, as well as a structured governmental system.	B	Social B.1.2- Exercise leadership and take on a variety of roles within groups. Self-Management C.1- Plan short- and long-term assignments; meet deadlines.	H8.1-B.2b H8.1-B.2c 2. Describe the aspirations, ideals, and events that served as the foundation for the creation of a new national government, to include: b. major debates of the constitutional convention and their resolution (e.g., the Federalist Papers), contributions, and roles of major individuals in the writing and ratification of the constitution (e.g., George Washington, James Madison, Alexander Hamilton, Thomas Jefferson, James Monroe, John Jay). c. struggles over ratification of the constitution and the creation of the Bill of Rights. CG8.3-A.1f 1. Explain the structure and functions of the national government as expressed in the United States Constitution, and explain the powers granted to the three branches of government and those reserved to the people, states, and tribes, to include: f. separation of powers through the development of differing branches. CG8.3-A.2a 2. Identify and describe a citizen’s fundamental constitutional rights, to include: a. freedom of religion, expression, assembly and press.
Unit 4: “An America Expanded”	Change	Competition and Strategy	Scientific-Tech nical Innovation: Modernizatio n and Industrializati on	Modernization & industrialization increase the competition of groups in power and result in strategies to change other’s ways of life.	D	Self-Management- C.6- Bring necessary equipment and supplies to class. Communication A.1.14- Structure information in summaries, essays, and reports.	H8.1-B.3a 3. Describe and explain the actions taken to build one nation from thirteen states, to include: a. precedents established by George Washington (e.g., cabinet, two-term presidency). H8.1-B.4b 4. Describe the successes and failures of the reforms during the age of Jackson, to include: b. Indian removal, the Trail of Tears, the Long Walk. CG8.3-B.1 1. Explain how the development of symbols, songs, traditions, and concepts of leadership reflect American beliefs and principles. H8.1-D.1 1. demonstrate understanding and apply problem-solving skills for historical research, to include: sequencing, posing questions to be

							answered by historical inquiry; gathering and validating materials that present a variety of perspectives.
Unit 5: “An America Divided”	Time, Place, and Space	Beliefs and Social Position	Orientation in Time & Space: Exchange of ideas and Interaction	Beliefs of different groups regarding theirs & others’ social position in a specific time and place may create a need for individuals to interact and exchange ideas.	B	<p>Research D.13- Identify primary and secondary sources.</p> <p>Social B.1.3- Give and receive meaningful feedback.</p>	<p>H8.1-B.5b H8.1-B.5c</p> <p>5. Describe, explain, and analyze the aims and impact of western expansion and the settlement of the United States, to include: b. comparison of African American and Native American slavery; westward migration of peoples (e.g., Oregon, California, Mormons and the southwest); c. origins and early history of the women’s movement.</p> <p>H8.1-B.6a H8.1-B.6b</p> <p>6. Explain how sectionalism led to the Civil War, to include: a. different economies that developed in the north, south, and west; addition of new states to the union and the balance of power in the United States senate (Missouri and 1850 compromises); b. extension of slavery into the territories (e.g., Dred Scott decision, Kansas-Nebraska Act, Frederick Douglass, John Brown);</p>
Unit 6: “An America at War”	Systems	Values and Agency	Globalization and Sustainability: Population and Infrastructure	Systems in place that do not serve populations that have different values and infrastructures can result in a need for agency of those groups.	A, C	<p>Thinking- E.13- Develop contrary or opposing arguments.</p> <p>Self-Management C.5 Plan strategies and take action to complete personal and academic goals.</p>	<p>H8.1-B.6c</p> <p>6. Explain how sectionalism led to the Civil War, to include: c. the presidential election of 1860, Lincoln’s victory, and the South’s secession.</p> <p>H8.1-B.7a H8.1-B.7b H8.1-B.7c</p> <p>7. Explain the course and consequences of the Civil War and how it divided people in the United States, to include: a. contributions and significance of key figures (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, William Tecumseh Sherman, Ulysses S. Grant); b. major turning points in the Civil War, including Gettysburg; the unique nature of the Civil War (e.g., impact of Americans fighting Americans, high casualties caused by disease and type of warfare, widespread destruction of American property); c. role of African Americans; purpose and effect of the Emancipation Proclamation.</p> <p>H8.1-B.8b</p> <p>8. Analyze the character and lasting consequences of Reconstruction, to include: b. attempts to protect the rights and enhance the opportunities for freedmen by the 13th, 14th, and 15th Amendments to the United States Constitution.</p>