

# I&S Subject Group Overview

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## Year 1: Grade 6

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skills:	Content:
<b>Me, the centre of the universe</b> 6 wks	Global Interactions	Culture, Globalisation	Orientation in space and Time	Our relationship with the physical world molds our global societies and with this comes the rise of unique cultures yet all share the same characteristics.	A: i,ii C: i, ii, iii,	<b>Self Management</b> Organisation skills	Students will learn about: <ul style="list-style-type: none"> <li>Where are we in our solar system- the big picture</li> <li>How historians divide time</li> <li>The Human world</li> <li>Characteristics of cultures, including our own</li> <li><u>Assessment</u>- researching another country's cultural traits</li> <li>People's physical and social needs</li> </ul>
<b>Our Restless Planet</b> 8 wks	Communication	Causality	Orientation in space and time -	Geological history helps define the systems which allowed for "life" on Earth to flourish.	A: i,ii B: i, ii, iii, iv C: i, ii, iii, D: ii,iii,iv	<b>Social Skills:</b>  <b>Thinking Skills:</b>	Students will learn about: <ul style="list-style-type: none"> <li>Tectonic plates</li> <li>Types of Natural disasters</li> <li>Natural disasters: tsunami, volcano, earthquake</li> <li>Volcanoes and earthquakes are destructive: they are a necessary component for the creation of the Earth.</li> </ul>
<b>The Relationship between Physical Geography and the Economy</b> 5-6 weeks (prerequisite unit for the "Connecting Africa" unit)	Systems	Causality/Resources	Globalization and Sustainability	Natural and manmade environments and systems are not independent of each other, rather they have a clear cause and effect and interact with each other on many levels	A: ii, ii D: i, ii, iii, iv	<b>Critical thinking skills</b> Practice and observe carefully in order to recognize problems  Draw reasonable conclusions and generalizations	Students will <ul style="list-style-type: none"> <li>define and explore the concept of economy and all it entails for a country (and themselves).</li> <li>They will then evaluate the implications of physical geography on an economy.</li> <li>Activities will include map and statistical analysis, drawing conclusions and generalizations from maps and models, etc.</li> </ul>
<b>Connecting Africa</b> 8 weeks	Global Interaction and Systems	Sustainability/ Equity	Fairness and Development	Physical and human geography involves the interaction, equity, and sustainability of global communities	A: i, ii B: i, ii, iii, iv C: i, ii, iii D: i, ii, iii, iv	<b>Thinking skills:</b> <b>Practice</b> observing carefully in order to detect problems. <b>Gather</b> and analyze relevant data to	Students will learn about: <ul style="list-style-type: none"> <li>African Country names</li> <li>General areas of Africa</li> <li>Physical and human geography of select countries</li> </ul>

						formulate an argument. <b>Use</b> models and simulations to analyze complex systems and issues	<ul style="list-style-type: none"> <li>• Concepts like economic, political, cultural, physical and human geography</li> <li>• how physical and human geography impact connections between countries and how they interact</li> <li>• Map making</li> </ul>
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## Year 2: Grade 7

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skills:	Content:
<b>Fact or Fiction?</b> (8 weeks)	Relationships	Perspectives / Processes	Orientation in Space and Time	Archaeology involves a process that explores the relationship between the past and the present.	A: i,ii B: i, ii, iii, iv C: i, ii, iii, D: ii,iii,iv	<b>Communication</b> Using appropriate forms of writing for different audiences  Making inferences and drawing conclusions  Writing effective notes in class	<u>Students will learn about:</u> <ul style="list-style-type: none"> <li>• Terms related to the study of archeology, history, anthropology</li> <li>• Latin roots/prefixes/suffixes</li> <li>• Value and Limitations of archaeology               <ul style="list-style-type: none"> <li>○ Assumptions</li> <li>○ Confirmation bias</li> <li>○ Artifact degradation</li> <li>○ Context etc</li> <li>○ Perspectives</li> </ul> </li> <li>• Process of archaeology</li> <li>• Using the OPVL to analyze artifacts</li> </ul>
<b>Anthropology: The Scientific Study of Humans</b> (9 weeks)	Systems	Culture	Orientation in Space and Time	Anthropology is a complex discipline that explores and seeks to understand human culture and the systems in place that help us function as individuals and societies.	A: i,ii B: i, ii, iii, iv C: i, ii, iii, D:i, ii,iii,iv	<b>Communication</b> Take effective notes in class Organize and depict information logically  <b>Self Management</b> Use appropriate strategies for organizing complex information	<u>Students will learn about</u> <ul style="list-style-type: none"> <li>• Terminology related to anthropology</li> <li>• Basic principle of anthropology</li> <li>• Process of anthropology</li> <li>• Branches of anthropology</li> <li>• How to study a topic from an anthropological angle</li> <li>• Studying human society and behaviors vs history</li> </ul>
<b>Particles and Progression: A study of the ages of early human societies and the materials they used to survive</b> IDU	Change	I&S: Innovation and Revolution Science: Form and Function	Scientific and Technical Innovation	The form and function of different materials used by early human societies influenced change through innovation and revolution.	I&S: A: i,ii B: ii, iii, iv C: i, ii, iii, D: ii,iii,iv  Science:	<b>Research</b> Make connections between various sources of information Process data and report results	<u>Students will learn about</u> <ul style="list-style-type: none"> <li>• The different ages that early human society progressed through including the tools they used to survive</li> <li>• The Neolithic revolution and its implications on society</li> </ul>

(8 weeks)					A: i,ii, iii B: i, ii, iii, iv C: i, ii, iii,iv, v D: iii, iv	<b>Communication</b> Negotiate ideas and knowledge with peers and teacher	<ul style="list-style-type: none"> <li>The properties of the different materials early human societies used and why they were used and/or discarded over time (IDU- SCIENCE)</li> </ul>
<b>Themes Across Time</b> (9 weeks)	Culture	Perspective, Identity	Identities and Relationships	The study of key cultural themes helps us understand identity and perspectives that highlight the relationship between the ancient and modern world.	I&S: A: i,ii B: i, C: i, ii, iii D: ii,iv	<b>Communication</b> Exchanging thoughts, and information Give and receive meaningful feedback Share ideas with multiple audiences	<b>Students will learn about</b> <ul style="list-style-type: none"> <li>how different cultural themes, such as entertainment, gender roles, role of children, warfare, religion, and architecture, can be used to explore a range of civilizations across time.</li> <li>the different themes using the main case study civilization (The Vikings)</li> </ul>

## Year 3: Grade 8

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skill links:	Content:
<b>Extreme environments</b> 11 wks	Time, place and space	Resources, Adaption	Globalisation and Sustainability	In order to survive and adapt in extreme environments, humans must choose to use the available resources sustainably	A: i,ii B: i, ii, iii, iv C: i, ii, iii, D: ii,iii,iv	<b>Research</b> Information literacy skills  <b>Communication:</b> Organise and structure information logically	Students will learn about: <ul style="list-style-type: none"> <li>Definition of an extreme environment</li> <li>Differences in hot and cold deserts in the world</li> <li>How deserts are formed naturally Assessment: on desert formation using video animation</li> <li>The physical environment and climate</li> <li>hydraulic processes: flooding, farming, oasis</li> <li>Geomorphic landforms: wind and water creations</li> <li>Flora and fauna adaptations Assessment: creating own animal adaptation</li> <li>Human adaptations and uses in extreme environments</li> </ul>

<p><b>Read all about it!</b> <b>Natural disasters</b> 9 weeks</p>	<p>Change</p>	<p>Causality, adaptation</p>	<p>Orientation in time and space</p>	<p>The consequence of a natural disaster on a country may depend on the ability of that country to respond and adapt to change</p>	<p>A i, ii C i, ii, iii D i, ii, iii, iv</p>	<p><b>Thinking</b> Creative thinking skills</p> <p><b>Research</b> Information literacy skills</p>	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• The definition of a hazard and a natural disaster</li> <li>• Characteristics of hazards and disasters</li> <li>• Why different countries have different hazards and therefore potential for natural disasters (Global view)</li> <li>• A look at the natural disasters in Bali and why we have them</li> <li>• Ways in which a disaster affects the countries they hit.</li> <li>• How countries respond to natural disasters.</li> <li>• Assessment: natural disaster and consequences</li> <li>• Comparison case studies between LEDC and MEDC and their recovery after their natural disaster (Japan (Kobe) vs Pakistan earthquake).</li> <li>• How tourism/economy is affected after a natural disaster.</li> </ul>
<p><b>Diseases &amp; epidemics (IDU) with Science</b> 9 weeks</p>	<p>Change</p>	<p>Resources, Equity</p>	<p>Fairness &amp; development</p>	<p>LEDC's are prone to more diseases and epidemics due to a lack of fundamental resources for survival and unequitable living conditions</p>	<p>A: i,ii B: i, ii, iii, iv C: i, ii, iii, D: ii,iii,iv</p>	<p><b>Thinking</b> Critical Thinking</p> <p><b>Research</b> Information literacy</p>	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• What diseases are, pathogens (science)</li> <li>• How diseases spread</li> <li>• Bubonic Plague, Cholera, Ebola</li> <li>• Disease connection with living conditions and spread factors</li> <li>• Diseases and LEDC's</li> <li>• Why certain diseases affect LEDC's</li> <li>• HIV/AIDS effects on development case study</li> <li>• Effect on society, communities and economy</li> <li>• Government policies on disease spread</li> <li>• Government and international aid</li> <li>• Assessment IDU: case study on choice of disease and how this disease affects an LEDC society</li> </ul>
<p><b>Tourism: the good, the bad and the ugly</b></p>	<p>Change</p>	<p>Culture, Causality</p>	<p>Globalisation and Sustainability</p>	<p>Tourism can change the local environment and culture of a place by</p>	<p>A: i,ii B: i, ii, iii, iv C: i, ii, iii,</p>	<p><b>Research</b> Information literacy skills: MLA focus</p>	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• History of tourism</li> </ul>

8 wks				either sustaining or eroding them depending on Governments and local businesses	D: ii,iii,iv	<b>Self Management</b> Organisational skills	<ul style="list-style-type: none"> <li>• The nature of tourism, why people choose to travel</li> <li>• Cultural, natural and historical tourist destinations</li> <li>• The importance of tourism to the local economy- Import/export leakage</li> <li>• Climate of destination; how weather affects tourism</li> <li>• Skills- creating and analysing climate graphs</li> <li>• Major world events on tourism</li> <li>• Case study: history of Bali tourism, effects and perspectives</li> <li>• Assessment : Case study: Popular tourist destinations and their positive/negative impact</li> <li>• Class debate: should we develop Bali beaches?</li> </ul>
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## Year 4: Grade 9

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skills:	Content:
<b>Global Inequalities</b> 8 wks	Time, place and space	Equity, power	Fairness and development	Global inequalities exist because equity in countries varies amongst those in power	A: i, ii B: i, ii, iii, iv C: i, ii, iii, D: i,ii,ii`i,iv	<b>Research</b> Information literacy skills  <b>Communication</b> Communication	Students will learn about: <ul style="list-style-type: none"> <li>• Measurement of human development</li> <li>• Distribution of uneven development</li> <li>• Poverty and inequalities based on gender and religion</li> <li>• Assessment: political cartoon with analysis</li> <li>• Ternary graph skill work</li> <li>• Access to Education and modern child labour issues</li> <li>• Unequal access to food, shelter and freshwater</li> <li>• Health issues and Impacts of HIV/Aids on social and economic development</li> <li>• Assessment: Case study of MEDC and LED. Pt 1 Statistical profiling, Pat 2 comparison study on 2 global inequalities</li> </ul>

<p><b>Industrial Revolution and the impact on the modern world (IDU Lang and Lit)</b> 11 wks</p>	<p>Change</p>	<p>Causality, Innovation and Revolution</p>	<p>Fairness and development</p>	<p>While innovation in the Industrial Revolution stimulated progress and change, social and economic development was and still is not equal.</p>	<p>A: i,ii B: i, ii, iii, iv C: i, ii, iii, D: i.ii,iii,iv</p>	<p><b>Self Management</b> Students preparing notes as part of their organisational skills</p> <p><b>Research</b> Information literacy-researching skills</p>	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• What the Industrial Revolution was, its history and why it happened first in England</li> <li>• The Important inventions of the IR and the impact it had/has on the modern world (assessment)</li> <li>• The environmental impact of the IR; pollution, resource extraction, and modified land</li> <li>• The social impacts of the IR: Living conditions for the working class, child labour, intro to slavery, rise of the middle class</li> <li>• The economic impacts of the IR; overall wealth increase, more jobs created, access to more goods and services</li> <li>• Assessment IDU: Newspaper article that highlights the issues surrounding the working class and their perspectives during the IR.</li> </ul>
<p><b>Imperialism, Colonialism and slavery</b> 11wks</p>	<p>Global Interactions</p>	<p>Power, Causality</p>	<p>Orientation in time and space</p>	<p>The use of African slaves as a resource, enabled powerful, white colonial empires to develop at a rapid pace to the detriment of human rights.</p>	<p>A: i,ii B: i, ii, iii, iv C: i, ii, iii,</p>	<p><b>Communication</b> Communication</p> <p><b>Social</b> Collaboration</p>	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• The definition of colonialism and its global history</li> <li>• Introduction to the British empire and colonialism into the new world</li> <li>• Needs and wants of a new empire</li> <li>• Introduction to slavery</li> <li>• The transatlantic slave trade</li> <li>• Economic impact of slaves</li> <li>• Impact, power and change of colonialism</li> <li>• Causality to the slave, communities, and slave owners</li> <li>• Resistance and backlash</li> <li>• Assessment: Slave trade consequences</li> </ul>
<p><b>Human Rights (Extension only)</b> 6 wks</p>	<p>Global Interaction</p>	<p>Choice, equity</p>	<p>Fairness and development</p>	<p>Human Rights abuses are often a result of the inequalities present in a society where many minorities have little choice</p>	<p>A: i, ii B: i, ii, iii, iv C: i, ii, iii,</p>	<p><b>Research</b> Information literacy skills</p> <p><b>Communication</b> Communication</p>	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• UN definition of Human rights</li> <li>• Inequalities of societies and how abuse may be against some minorities</li> </ul>

				in how they live their own lives.			<ul style="list-style-type: none"> <li>Human rights atrocities such as child soldiers, genocide,FGM, Honour Killings, landmines, conflict diamonds</li> <li>Assessment: Case study on human rights</li> </ul>
<b>Coastal processes and sustainability (extension only)</b> 7 wks	Systems	Causality, processes, sustainability	Globalisation and Sustainability	Coastal processes are dynamic and human interference can have consequences on the sustainability of the environment	A: i,ii B: i, ii, iii, iv C: i, ii, iii, D: i.ii,iii,iv	<u><b>Social</b></u> Collaboration  <u><b>Research</b></u> Information literacy skills	Students will learn about: <ul style="list-style-type: none"> <li>Spatial distribution of coasts, who uses the coasts</li> <li>The action of waves and terminology</li> <li>Constructive and destructive waves</li> <li>Low and high tides, neap tides, spring tides, king tide</li> <li>Ocean currents and how they change the atmosphere</li> <li>Coastal landforms created by erosion and deposition</li> <li>Coastal hazard: tsunami - case study on causality of a tsunami.</li> <li>The value of Coastal ecosystems</li> <li>Conflicts on coastal land uses</li> <li>Assessment: case study of their choice on the debate question" Commercial development of Bali beaches clearly benefits the whole community</li> </ul>

## Year 5: Grade 10

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skills:	Content:
<b>War and World (IDU) English</b>	Change	Perspective, conflict	Orientation in time and space	Different perspectives can lead to conflict which may result in lasting change	A: i,ii B: i, ii, iii, iv C: i, ii, iii, D: i.ii,iii,iv	<u><b>Self Management</b></u> Organisation skills  <u><b>Thinking:</b></u> Critical thinking skills	<ul style="list-style-type: none"> <li>Students will learn about:</li> <li>The long term, short term and trigger causes of World War One and the world.</li> <li>How the fighting affected Europe and the world.</li> <li>How technology impacted the fighting.</li> <li>Why WWI became a trench war.</li> </ul>

							<ul style="list-style-type: none"> <li>• The impact of America's entry into the war.</li> <li>• How the war ended.</li> <li>• The Paris Peace Treaties</li> <li>• The terms of the Treaty of Versailles</li> <li>• How the map of Europe changed after WWI</li> <li>• How the treaty affected Germany.</li> </ul>
<b>The rise and fall of America's economy</b>	Global Interaction	Causality, power	Globalisation and sustainability	The power of relationships between global markets can directly affect the stability of societies through an enquiry into the American stock market.	A: i,ii B: i, ii, iii, iv C: i, ii, iii, D: i.ii,iii,iv	<p><b>Self Management</b> Organisation skills</p> <p><b>Research:</b> Information literacy skills</p>	<ul style="list-style-type: none"> <li>• Students will learn about:</li> <li>• Why America became the world's strongest economy.</li> <li>• Supply and Demand &amp; Capitalism</li> <li>• Credit crisis, buying on the margin, interest rates, stocks and stock market, speculation, plutocracy, surplus, European debt crisis, compound interest</li> <li>• How to track spending and fiscal responsibility &amp; how to save effectively.</li> <li>• Prohibition &amp; how to analyse sources</li> <li>• Inequality in 20s America &amp; racism</li> <li>• Changes to women's rights</li> <li>• Causes and effects of the Wall Street Crash and the Great Depression</li> <li>• How to write an IA for DP.</li> </ul>
<b>Genocide and Killing for peace</b>	Perspectives	Choice, significance	Orientation in time and space - Epochs, eras, turning points and "big history"	The significance of choices made by people in specific times can lead to big turning points in History.	A: i,ii B: i, ii, iii, iv C: i, ii, iii, D: i.ii,iii,iv	<p><b>Thinking:</b> Critical thinking skills</p>	<ul style="list-style-type: none"> <li>• Students will learn about:</li> <li>• What genocide is and what conditions are needed for it occur.</li> <li>• What stereotypes are and the roles they play in dehumanising groups.</li> <li>• The Nuremberg Laws</li> <li>• The difference between concentration and death camps.</li> <li>• Revisionist history</li> <li>• How to refute revisionist claims</li> <li>• The dropping on the atomic bombs in Hiroshima and Nagasaki</li> <li>• Arguments for and against the dropping of the bombs.</li> </ul>



**(Grade 6) Year 1 Key concepts**

<b>Change</b>	<b>0</b>	<b>Global interactions</b>	<b>2</b>	<b>Communities</b>	<b>1</b>	<b>Systems</b>	<b>1</b>	<b>Communication</b>	<b>1</b>
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**(Grade 6) Year 1 Related concepts**

<b>Causality</b>	<b>2</b>	<b>Choice</b>	<b>0</b>	<b>Culture</b>	<b>2</b>	<b>Processes</b>	<b>0</b>
<b>Equity</b>	<b>1</b>	<b>Globalization</b>	<b>1</b>	<b>Identity</b>	<b>0</b>	<b>Resources</b>	<b>1</b>
<b>Innovation and revolution</b>	<b>0</b>	<b>Perspective</b>	<b>0</b>	<b>Power</b>	<b>0</b>	<b>Sustainability</b>	<b>1</b>
<b>Other</b>							

**(Grade 7) Year 2 Key concepts**

<b>Change</b>	<b>1</b>	<b>Relationships</b>	<b>1</b>	<b>Time, Place and Space</b>	<b>0</b>	<b>Systems</b>	<b>1</b>	<b>Culture</b>	<b>1</b>
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**(Grade 7) Year 2 Related concepts**

<b>Causality</b>	<b>0</b>	<b>Choice</b>	<b>0</b>	<b>Culture</b>	<b>1</b>	<b>Processes</b>	<b>1</b>
<b>Equity</b>	<b>0</b>	<b>Globalization</b>	<b>0</b>	<b>Identity</b>	<b>1</b>	<b>Resources</b>	<b>0</b>
<b>Innovation and revolution</b>	<b>1</b>	<b>Perspective</b>	<b>1</b>	<b>Power</b>	<b>0</b>	<b>Sustainability</b>	<b>0</b>
<b>Other</b>							

**(Grade 8) Year 3 Key concepts**

Change	3	Global interactions	0	Time, place and space	2	Systems	0	Other	0
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**Year 3 Related concepts**

Causality	2	Choice	0	Culture	1	Processes	0
Equity	1	Globalization	0	Identity	0	Resources	2
Innovation and revolution	0	Perspective	0	Power	0	Sustainability	0
Other	2						

**(Grade 9) Year 4 Key concepts**

Change	1	Global interactions	1	Time, place and space	1	Systems	0	Other	
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**Year 4 Related concepts**

Causality	2	Choice	1	Culture	0	Processes	1
Equity	2	Globalization	0	Identity	0	Resources	0
Innovation and revolution	1	Perspective	0	Power	2	Sustainability	0
Other	0						

**(Grade 10) Year 5 Key concepts**

Change	1	Global interactions	1	Time, place and space	0	Systems	0	Perspectives	1
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Year 5 Related concepts							
Causality	1	Choice	1	Culture	0	Processes	0
Equity	0	Globalization	0	Identity	0	Resources	0
Innovation and revolution	0	Perspective	1	Power	1	Sustainability	0
Conflict/Significance	2						

Year 1-5 Key concepts (Total)									
Change	6	Global interactions	4	Time, place and space	3	Systems	2	Other	1

Year 1-5 Related concepts (total)							
Causality	7	Choice	2	Culture	4	Processes	2
Equity	4	Globalization	1	Identity	1	Resources	3
Innovation and revolution	2	Perspective	2	Power	3	Sustainability	1
Other	4						