

History (MYP 1)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP1: Ind. and Soc. 2020/2021: Unit 1: What is History?	Time, place and space	Identity, Perspective	Identities and relationships Identity formation	Time, space and place on the one hand are fundamental for the work of the historian, but on the other they influence his research through perspective, identity and relationships.	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> i. use vocabulary in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples <p>C: Communicating</p> <ul style="list-style-type: none"> i. communicate information and ideas with clarity ii. organize information and ideas effectively for the task iii. list sources of information in a way that follows the task instructions 	<p>Description</p> <p>Self-management</p> <ul style="list-style-type: none"> • III. Organization skills • Managing time and tasks effectively • Bring necessary equipment and supplies to class <p>Research</p> <ul style="list-style-type: none"> • VI. Information literacy skills • Finding, interpreting, judging and creating information • Identify primary and secondary sources 	<p>CONTENT</p> <p>Students will learn the importance of sources, distinguishing them into primary/secondary, voluntary/involuntary and analyzing their nature. They will learn the role of important figures such as archaeologists, cartographers and historians. They will reflect on the historian's role and work, trying to understand whether it's is objective and impartial or influenced by the historian's personal story.</p> <p>SKILLS</p> <p>In this unit, students get to know what history is and how we can find out about our and other people's past.</p> <p>They learn how to use sources and to make inferences on a civilization starting from the analysis of an object/document/video...</p> <p>They learn how to locate events onto timelines and learn how</p>

Subject Group Overview

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP1: Ind. and Soc. 2020/2021: Unit 2: Ancient Civilizations	Change	Civilisation, Innovation and revolution	Orientation in space and time Epochs, Turning points and “big history”	The process of civilization, happening for a reason in a specific time and space of the Earth, can bring positive change through innovation and revolution.	<p>C: Communicating</p> <ul style="list-style-type: none"> i. communicate information and ideas with clarity ii. organize information and ideas effectively for the task iii. list sources of information in a way that follows the task instructions <p>D: Thinking critically</p> <ul style="list-style-type: none"> i. identify the main points of ideas, events, visual representation or arguments ii. use information to give an opinion iii. identify and analyse a range of sources/data in terms of origin and purpose iv. identify different views and their implications 	<p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> • I. Communication skills • Reading, writing and using language to gather and communicate information • Organize and depict information logically <p>Thinking</p> <ul style="list-style-type: none"> • VIII. Critical thinking skills • Analysing and evaluating issues and ideas • Evaluate and manage risk 	<p>CONTENT</p> <p>Students will learn about the civilizations of Mesopotamia and of ancient Egypt, their achievements, their characteristics as a society, their culture the social structure. They will focus on their inventions, especially on the origins of writing. Through the analysis of the social structure, they will inquire the ambivalence of the concept of change.</p> <p>SKILLS</p> <p>Students will learn how to take notes and analyze sources.</p> <p>Students will learn how to list bullet points.</p> <p>Students will work on making inferences about the consequences of given facts.</p> <p>Students will learn how to state questions and</p>

and when to use different types of maps.

They learn how to identify causes and consequences of facts.

Subject Group Overview

to look for the answers using different sources.

Students will learn how to create a PowerPoint presentation.

Students will learn how to divide tasks in a group project.

Students will learn how to scan and skim texts.

Students will learn how to work cooperatively to present the results of a research.

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP1: Ind. and Soc. 2020/2021: Unit 3: The Mediterranean System	Systems	Interdependence, Culture	Identities and relationships Identity formation	The interdependence of the components of a system has an impact on their culture and is decisive for their identities and their relationships.	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> i. use vocabulary in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples <p>B: Investigating</p> <ul style="list-style-type: none"> i. explain the choice of a research question ii. follow an action plan to explore a research question iii. collect and record relevant information consistent with the research question iv. reflect on the research process and 	<p>Description</p> <p>Social</p> <ul style="list-style-type: none"> • II. Collaboration skills • Working effectively with others • Listen actively to other perspectives and ideas <p>Thinking</p> <ul style="list-style-type: none"> • VIII. Critical thinking skills • Analysing and evaluating issues and ideas • Identify trends and forecast possibilities 	<p>CONTENT</p> <p>Students will study Greek polis, philosophy, ability to debate, democracy, citizenship, different governments, dictatorship and tyranny. They will look for elements of continuity and breaking elements between the Greek and the Macedonian system. They will analyze the Roman approaches to expansion and the connections with the Greek civilization. They will look for the causes of the passage from the republic system to the imperial system and the</p>

results

C: Communicating

- i. communicate information and ideas with clarity
- ii. organize information and ideas effectively for the task
- iii. list sources of information in a way that follows the task instructions

D: Thinking critically

- i. identify the main points of ideas, events, visual representation or arguments
- ii. use information to give an opinion
- iii. identify and analyse a range of sources/data in terms of origin and purpose
- iv. identify different views and their implications

reasons why systems at some point collapse.

SKILLS

Students will work on presenting the results of a research

Students will scan and skim texts

Students will learn how to work collaboratively in groups for research.

They will learn how to make mind maps and summaries.

They will learn how to analyze archaeological and artistic material such as temples and sculpture.

They will learn how to present historical material and data to an audience.

They will learn how to read written sources critically.

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP1: Ind. and Soc. 2020/2021: Unit 4: The Early Middle Ages	Global interaction	Conflict, Ideology	Fairness and development Power and privilege	Ideology is one of the major reasons why conflicts happen among global interaction and it may be detrimental for fairness and development.	A: Knowing and understanding i. use vocabulary in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, using	Description Self-management • V. Reflection skills • (Re-)considering the process of learning; choosing and using ATL skills • Consider ethical,	CONTENT Students will study the passage from the Roman empire to the feudal system of the Middle Ages. They will study the rise of the

Subject Group Overview

<p>descriptions, explanations and examples</p> <p>C: Communicating</p> <p>i. communicate information and ideas with clarity</p> <p>ii. organize information and ideas effectively for the task</p> <p>D: Thinking critically</p> <p>i. identify the main points of ideas, events, visual representation or arguments</p> <p>ii. use information to give an opinion</p> <p>iv. identify different views and their implications</p>	<p>cultural and environmental implications</p> <p>Research</p> <ul style="list-style-type: none"> • VI. Information literacy skills • Finding, interpreting, judging and creating information • Create references and citations, use footnotes/endnotes and construct bibliography according to recognised conventions 	<p>Holy Roman Empire, the Byzantine Empire. They will analyze the origins of Islamic faith and the building of the Islamic empire, the power of the Roman Church and the crusades. They will inquire the idea of Middle Ages as dark ages.</p> <p>SKILLS</p> <p>Students will work on their cooperative skills, their critical thinking skills</p> <p>Students will work on using technology responsibly</p>
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History (MYP 2)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP2 History Unit 1: Time systems - an outline of our evolving understanding of time through history.	Time, place and space	Culture, Perspective	Orientation in space and time Civilizations and social histories, Turning points and “big history”	Orientation in time and space results from a plurality of different human perspectives and beliefs that originate in culture then develop and diversify through history.	A: Knowing and understanding i. use a range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples C: Communicating i. communicate information and ideas in a way that is appropriate for the audience and purpose	Description Communication • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback • Reading, writing and using language to gather and communicate information • Find information for	In order to understand the role of culture and perspective in the becoming of an idea or concept of time and the making of a specific time system, throughout history, the students will study and research different ancient civilizations (Vedic Hindu, Babylonians, Egyptians, Romans, Greek, Chinese, Jewish, Muslim civilizations) inhabiting different

- ii. structure information and ideas according to the task instructions
- iii. create a reference list and cite sources of information

disciplinary and interdisciplinary inquiries, using a variety of media

- Structure information in summaries, essays and reports

Research

- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Access information to be informed and inform others
- Make connections between various sources of information
- VII. Media literacy skills
- Interacting with media to use and create ideas and information
- Seek a range of perspectives from multiple and varied sources
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

regions of the world in the time period that spans roughly from the 4th millennia B.C.E to the 1st millennia C.E.. The students will develop and carry out a research project on one time keeping system from the following possibilities: Babylonian , Hindu, Chinese, Jewish, Roman, Christian, Muslim calendar, focusing on the factual knowledge of: the origins, the reasons/needs, the structure, functioning of the calendar, the tools invented and the myths/legends. After having developed the research, an oral presentation will create the opportunity to learn how to prepare a speech and visual support following a logical sequence to demonstrate knowledge and understanding. During oral presentations all students are required to take notes of the key aspects of all timekeeping systems, in order to examine and compare the differences and the similarities between the various cultures and ideas that resulted in time systems from

Subject Group Overview

different civilizations in different periods and regions.

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP2 History Unit 2 : Main religions of the World	Systems	Identity, Ideology	<p>Personal and cultural expression</p> <p>Belief systems, Philosophies and ways of life</p>	Ideology, cultural expression and personal identity represent founding elements of most man-made systems of belief.	<p>B: Investigating</p> <p>i. formulate/choose a clear and focused research question, explaining its relevance</p> <p>ii. formulate and follow an action plan to investigate a research question</p> <p>iii. use the methods to collect and record relevant information</p> <p>iv. evaluate the research process and results, with guidance</p> <p>D: Thinking critically</p> <p>ii. summarize information to make valid, well supported arguments</p> <p>iv. recognize different perspectives and explain their implications</p> <p>i. analyse concepts, issues, models, visual representation and/or theories</p> <p>iii. analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations</p>	<p>Description</p> <p>Thinking</p> <ul style="list-style-type: none"> VIII. Critical thinking skills Analysing and evaluating issues and ideas Gather and organize relevant information to formulate an argument Consider ideas from multiple perspectives 	<p>We will study the differences and similarities between different religions in the world (e.g. Christianity, Judaism, Buddhism, Hinduism, and Islam). We will investigate the common patterns and terms that identify these religions.</p> <p>Skills:</p> <p>Self-management skills. organisation. affective. reflection.</p> <p>Research skills. information literacy. media literacy.</p>
MYP2 History Unit 3 : World exploration and the	Change Global interaction	Culture, Ideology, Innovation and	Orientation in space and time	Processes of change often involve cultural	<p>A: Knowing and understanding</p> <p>i. use a range of</p>	Approaches to Learning	The early world explorations and the

Subject Group Overview

Enlightenment	revolution, Cooperation	Turning points and “big history”, Natural and human landscapes and resources, Migration, Displacement and exchange, Exchange and interaction	exchanges or the introduction of innovative ideas which in the end result in turning points for humankind.	terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples			Silk Road. Marco Polo. The Age of Discovery and the Discovery of America. Christopher Columbus. The conquistadores. XIX century Empires. The scramble for Africa. The Enlightenment and its most innovative findings. The Enlightenment, politics, and philosophy.
		Personal and cultural expression		D: Thinking critically			
		Social constructions of reality, Belief systems, Fields and disciplines		i. analyse concepts, issues, models, visual representation and/or theories			
		Scientific and technical innovation		ii. summarize information to make valid, well supported arguments			
		Adaptation, Opportunity, Modernization		iii. analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations			
		Globalization and sustainability		iv. recognize different perspectives and explain their implications			
		Human impact on the environment, Population and demography					

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP2 History Unit 4 : The American and French Revolutions	Change	Governance, Conflict	Orientation in space and time Turning points and “big history”	Changes in governance caused by conflicts of people often lead to big historical turning points.	A: Knowing and understanding i. use a range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples D: Thinking critically i. analyse concepts, issues, models, visual	Communication • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Use appropriate forms of writing for different purposes and audiences	Enlightenment and Politics. The American Revolution and the French Revolution. English Bill of Rights. Rule of Law. Declaration of Independence. Declaration of the Rights of Man and of the Citizen.

representation and/or theories
 ii. summarize information to make valid, well supported arguments
 iv. recognize different perspectives and explain their implications
 iii. analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations

History (MYP 3)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP3: IS History 2020/21 Unit 1: The industrial Revolution and mass society	Change	Conflict, Innovation and revolution	<p>Scientific and technical innovation</p> <p>Modernization, Industrialization and engineering</p>	Scientific and technological innovation, industrialization, and modernization entail significant changes which may bring about positive innovations, challenge the status quo, but also provoke social conflicts.	<p>A: Knowing and understanding</p> <p>i. use a range of terminology in context</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples</p> <p>D: Thinking critically</p> <p>i. analyse concepts, issues, models, visual representation and/or theories</p> <p>ii. summarize information to make valid, well supported arguments</p> <p>iii. analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations</p>	<p>Description</p> <p>Learning Experiences</p> <p>Communication: Students will be asked to read and explain critically primary and secondary sources, in order to understand them in depth and to explain their perspective on historical facts. They will be encouraged to self-assess their understanding of a historical text. This will be helpful especially for the part of the summative on the analysis of the primary source.</p> <p>Self-management:</p>	<p>CONTENT</p> <p>New technical innovation and inventions during the Second Industrial Revolution</p> <p>Growth of infrastructures in western countries</p> <p>Growth of the cities (urbanization)</p> <p>Birth of social organizations (trade unions, syndicates)</p> <p>Capitalistic expansion, Socialism and birth of Communism</p> <p>The gold rush and the American Civil War</p>

<p>iv. recognize different perspectives and explain their implications</p>	<p>Students will also learn to practice their focus and concentration: they will start by reflecting on what "concentration" means for them, will watch this video, and will then reflect, in a three-days diary, on the strategies they can adopt for improving their concentration while studying before the history summative. This is particularly helpful not only for criterion A (and D) of the summative, but also for the terza media national exam.</p>	<p>The so-called "belle époque", mass societies, assembly lines, right to vote.</p> <p>SKILLS</p> <p>Read critically and for comprehension</p> <p>Reading of primary and secondary sources</p> <p>Skim-reading</p> <p>Identifying main contents of a secondary source</p> <p>Identifying perspective of a primary source</p>
<p>Communication</p> <ul style="list-style-type: none"> • I. Communication skills • Reading, writing and using language to gather and communicate information • Read critically and for comprehension 	<p>Communication</p> <ul style="list-style-type: none"> • I. Communication skills • Reading, writing and using language to gather and communicate information • Read critically and for comprehension 	<p>Use and interpret a technical language</p> <p>Being able to define abstract concepts and phenomena</p> <p>CONCEPTS</p> <p>Social conflict and change</p>
<p>Self-management</p> <ul style="list-style-type: none"> • IV. Affective skills • Managing state of mind • Mindfulness • Practise focus and concentration 	<p>Self-management</p> <ul style="list-style-type: none"> • IV. Affective skills • Managing state of mind • Mindfulness • Practise focus and concentration 	<p>Social classes in modern times (proletariat and bourgeoisie)</p> <p>Revolution (political, scientific, industrial, social)</p>
		<p>Innovation, modernization, industrialization</p>

Mass society and consumption

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP3: IS History 2020/21 Unit 2: Global society at the end of the XIX century	Global interaction	Identity, Ideology	Orientation in space and time Turning points and “big history”	Turning points in history may happen when global interactions are determined by feelings of national identity and political ideologies.	<p>B: Investigating</p> <ul style="list-style-type: none"> i. formulate/choose a clear and focused research question, explaining its relevance ii. formulate and follow an action plan to investigate a research question iii. use the methods to collect and record relevant information iv. evaluate the research process and results, with guidance <p>C: Communicating</p> <ul style="list-style-type: none"> i. communicate information and ideas in a way that is appropriate for the audience and purpose ii. structure information and ideas according to the task instructions iii. create a reference list and cite sources of information 	<p>Description</p> <p>Learning Experiences:</p> <p>Research:</p> <p>Students will be asked to do formative activities by collecting, recording and verifying data and sources (primary and secondary). The goal is to improve this skill which is of course transferable, but which will prove essential to the summative task at the end of the Unit.</p> <p>The students will be asked to reflect on and self-evaluate their skill.</p> <p>Research</p> <ul style="list-style-type: none"> • VI. Information literacy skills • Finding, interpreting, judging and creating information • Collect, record and verify data 	<p>Colonialism and imperialism:</p> <ul style="list-style-type: none"> - the expansion of Europe - the Scramble for Africa - India and colonialism <p>Giolitti and Italy:</p> <ul style="list-style-type: none"> - Giolitti and social reforms - differences between North and South of Italy - Italian migration abroad - the Italian conquer of Libia <p>Nationalistic feelings in Europe: Germany and Italy, the "Eastern Question", the Russian Empire.</p> <p>First World War:</p> <ul style="list-style-type: none"> - Causes and processes of the War - New weapons of the war - Alliances and tides

Subject Group Overview

- Trench warfare

SKILLS

Students will develop their ability to find a research question, plan a timetable for completing a research project, and writing an academic essay. They will also improve their ability to collect and verify data, primary, and secondary sources.

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP3: IS History 2020/21 Unit 3: Totalitarian regimes of the XX century	Systems	Governance, Ideology	Fairness and development Government and civil society	Different ideologies may enhance the creation of different systems of government and of different civil societies.	<p>B: Investigating</p> <p>i. formulate/choose a clear and focused research question, explaining its relevance</p> <p>ii. formulate and follow an action plan to investigate a research question</p> <p>iii. use the methods to collect and record relevant information</p> <p>iv. evaluate the research process and results, with guidance</p> <p>C: Communicating</p> <p>i. communicate information and ideas in a way that is appropriate for the audience and purpose</p> <p>ii. structure information and ideas according to the task instructions</p> <p>iii. create a reference list and cite sources of information</p>	<p>Description</p> <p>Learning Experiences:</p> <p>Social:</p> <p>Students will be playing the role of the major State leaders at the end of WWI, when they work at the Treaty of Versailles. They will need to negotiate their requests with other States' delegates.</p> <p>Social</p> <ul style="list-style-type: none"> • II. Collaboration skills • Working effectively with others • Negotiate effectively 	<p>Rise and consolidation of Communism, Fascism, Nazism</p> <p>Characteristic of a totalitarian regime: Ideology, Propaganda, Single party state, secret police, violence against opponents, cult of the leader.</p> <p>Internal and foreign policies</p> <p>SKILLS</p> <p>Students will develop their ability to trace comparisons between similar phenomena. They will develop their ability to critically discuss the pros and cons of political choices. They will also develop further develop</p>

their ability of doing research, evaluating sources, and writing a piece of academic writing.

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
II WW: causes and aftermath Interdisciplinary Unit History	Change	Individuals and societies - Integrated humanities Causality (cause and consequence), Power	Orientation in space and time Epochs, Eras, Turning points and “big history”, Peoples, Boundaries, Exchange and interaction	How Europe ended in IIWW? what have been the consequences?	Individuals and societies - Integrated humanities A: Knowing and understanding i. use a range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples B: Investigating i. formulate/choose a clear and focused research question, explaining its relevance C: Communicating i. communicate information and ideas in a way that is appropriate for the audience and purpose D: Thinking critically ii. summarize information to make valid, well supported arguments		

Subject Group Overview

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP3: IS History 2020/21 Unit 4: The Second World War	Global interaction	Conflict, Ideology	Fairness and development Peace and conflict management	Peace and conflict management, oftentimes linked to specific ideologies, may present strong and long-lasting influences on global interactions and on the global community.	A: Knowing and understanding i. use a range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples D: Thinking critically i. analyse concepts, issues, models, visual representation and/or theories ii. summarize information to make valid, well supported arguments iii. analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations iv. recognize different perspectives and explain their implications	Learning Experiences: Thinking: Particular attention will be given to the students' ability to formulate, independently, arguments about general topics. Students will reflect upon this skill at the beginning of the Unit, during the Unit, and then at the end, in order to establish whether they have improved and in order to understand how they can ameliorate their skills in this sense. Thinking • VIII. Critical thinking skills • Analysing and evaluating issues and ideas • Gather and organize relevant information to formulate an argument	Causes of WW2 Alliances and strategies The main phases of the war Pearl Harbor and the American intervention Fall of fascism and the Italian Resistance The end of the war SKILLS Students will develop further their ability to present orally in a sustained tone. They will develop their ability to connect causes and consequences of events. They will ameliorate their ability of preparing summaries, taking notes, and preparing mind-maps. They will also develop their ability to read and interpret primary sources.

History (MYP 4)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP4 IS History 2020_21 Unit 1_ World War II, Triggers, consequences and	Global interaction	Interdependence, Conflict	Orientation in space and time Turning points and “big	Interdependence at a global scale may arise into conflicts in different time and space which	A: Knowing and understanding i. use a wide range of terminology in context B: Investigating	Communication • I. Communication skills	Students will get an understanding of various global relations that shaped the last

Subject Group Overview

aftermath.		history”	represent turning points in history.	i. formulate a clear and focused research question and justify its relevance	<ul style="list-style-type: none"> Exchanging thoughts, messages and information effectively through interaction Give and receive meaningful feedback 	century and the repercussion still present in our days. They will also understand how geography had an impact in the conflict . They will understand how population can and the effectiveness of propaganda.
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Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP4 IS History 2020/21 Unit 2: The Cold War - American & Soviet Perspective	Time, place and space	Perspective, Ideology	Identities and relationships Competition and cooperation	The lack of cooperation between communities from different places give rise to competition and ideologies which strongly interfere with people's identities and relationships.	C: Communicating ii. structure information and ideas in a way that is appropriate to the specified format D: Thinking critically iv. interpret different perspectives and their implications	Description Research <ul style="list-style-type: none"> VI. Information literacy skills Finding, interpreting, judging and creating information Make connections between various sources of information 	Students will learn the events that built the tension between the two superpowers, and how different models of culture and economy clashed and had repercussions around the globe up to our modern days.

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP4 IS History 2020_21 Unit 3_ Asia & the Cold War	Change	Conflict, Significance	Fairness and development Inequality	Conflicts imply significant changes which may boost development to overcome inequality.	B: Investigating ii. formulate and follow an action plan to investigate a research question C: Communicating i. communicate information and ideas effectively using an appropriate style for the audience and purpose	Description Research <ul style="list-style-type: none"> VI. Information literacy skills Finding, interpreting, judging and creating information Identify primary and secondary sources 	Students will learn the causes and consequences of the interaction of countries in Asia during the cold war, this will enable them to get a better insight of the current world situation as well other than the past.

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP4 IS History 2020_21 Unit 4_ Latin America Since	Systems	Civilisation, Identity	Fairness and development	The development of fair systems is crucial to	A: Knowing and understanding ii. demonstrate	Description Thinking	Students will gather and understanding of the

Subject Group Overview

The Mid-20th Century	Government and civil society	govern a society and create a civic identity at a global scale.	knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples D: Thinking critically i. discuss concepts, issues, models, visual representation and theories	<ul style="list-style-type: none"> • X. Transfer skills • Utilizing skills and knowledge in multiple contexts • Inquire in different contexts to gain a different perspective 	main political and social events that shaped the countries of South America, linking this knowledge to previous global events will enable them to understand why certain countries are not fully developed despite having great resources.
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History (MYP 5)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP5 IS History 2020/21 Unit 1: Terrorism - The War On Terror	Change	Ideology, Identity	<p>Personal and cultural expression</p> <p>Belief systems, Histories of ideas</p>	Personal identity and ideologies are subject to change the history of ideas and affect cultural expressions and belief systems	<p>A: Knowing and understanding</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples</p> <p>B: Investigating</p> <p>i. formulate a clear and focused research question and justify its relevance</p> <p>C: Communicating</p> <p>i. communicate information and ideas effectively using an appropriate style for the audience and purpose</p>	<p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback 	<p>Students will learn how to define terrorism and how complex it is for different Countries or society to label it.</p> <p>They will study different wave of terrorism and look at the main differences among these. Students will look at the symbiot relationship between media and terrorism.</p>
MYP5 IS History 2020/21 Unit 2: Everybody do the Propaganda	Global interaction	Culture, Interdependence	<p>Personal and cultural expression</p> <p>Social constructions of reality, Analysis and</p>	Social constructions of reality are an influence to global interactions, without analysing those	<p>A: Knowing and understanding</p> <p>ii. demonstrate knowledge and understanding of</p>	Description	Students will study different tools of propaganda, and how these shaped some

Subject Group Overview

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
			argument	arguments biased representation of culture may arise.	subject-specific content and concepts through developed descriptions, explanations and examples B: Investigating iii. use research methods to collect and record appropriate, varied and relevant information D: Thinking critically ii. synthesize information to make valid, well supported arguments iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations	Learning Experiences: Thinking: Students will draw their own conclusions on the current state of The World in general based on empirical evidence and observation of current trends in politics, economics, and Society and formulate what needs to to done in future. Research • VI. Information literacy skills • Finding, interpreting, judging and creating information • Use critical literacy skills to analyse and interpret media communications	major events in history. They will study the evolution of propaganda through speeches, posters to arrive at social media.
MYP5 IS History 2020/21 Unit 3: Rise & Fall of Yugoslavia	Time, place and space	Causality (cause and consequence), Perspective	Identities and relationships Identity formation, Affiliation and leadership	Affiliation to diverse leadership systems form controversial identities that may have repercussion over time, place and space. Understanding casualty and perspective of events is therefore essential to relationship in the global society.	B: Investigating ii. formulate and follow an action plan to investigate a research question C: Communicating ii. structure information and ideas in a way that is appropriate to the specified format D: Thinking critically i. discuss concepts, issues, models, visual representation and theories	Description Research • VI. Information literacy skills • Finding, interpreting, judging and creating information • Collect and analyse data to identify solutions and make informed decisions	Students will study the rise of one of the long lasting Communist regimes in the world. They will gather info on how countries with different religions functioned as one. STudents will reflect on which factors contributed to the fall of Yugoslavia and the aftermath of the separation.
Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content

		Explorations			Learning		
MYP5 IS History 2020/21 Unit 4: Dictators & Revolutions	Systems	Governance, Innovation and revolution	Fairness and development Inequality, Security and freedom	Inequality may increase when different governance systems are subject to revolution instead of innovation, it is imperative to develop fair democratic systems to prevent revolutions.	<p>B: Investigating iv. evaluate the research process and results</p> <p>C: Communicating iii. document sources of information using a recognized convention</p> <p>D: Thinking critically iv. interpret different perspectives and their implications</p>	<p>Description</p> <p>Self-management</p> <ul style="list-style-type: none"> • V. Reflection skills • (Re-)considering the process of learning; choosing and using ATL skills • Consider content • What did I learn about today? • What don't I yet understand? • What questions do I have now? 	<p>Students will reflect on how revolutions and dictators often follow a pattern that repeats through time and space. They will understand how exterior forces are working against a country interest.</p>