

Individuals and Societies

Subject Group Overview

Individuals and Societies Year 1: Minnesota History	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content MN State Standards
Unit 1: MN Geography	Systems Causality (cause and consequence) Orientation in space and time	Understanding the systems that create our landscape can change how we see and interact with our environment.	Factual: What are rivers, watersheds, tributaries, the water and, glaciers? What are the main regions of MN? Where are the main rivers, cities, and lakes located in MN? Conceptual: In the ice age, how did glaciers shape the landscape? What evidence do we see of that today? How does our landscape continue to change? Debatable: What environmental challenges do we face in MN today? How can we solve them?	Communication: paraphrase accurately and concisely. Self-Management- Organization: select and use technology effectively and productively.	Students will create a google slides presentation on a region of MN. Students explain the geography of their region and what environmental challenges their region faces. Students will practice research skills and technology skills.	Criterion A: Knowledge and Understanding Criterion C: Communicating	6.3.1.1.1 Create and use various kinds of maps, including overlaying thematic maps, of places in Minnesota; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information. 6.3.3.6.1 Locate, identify and describe major physical features in Minnesota; explain how physical features and the location of resources affect settlement patterns and the growth of cities in different parts of Minnesota.
Unit 2: Dakota and Ojibwe Cultures	Time Space and Place Culture, Ideology	People adapt their culture to a changing environment.	Factual: How were Dakota and Ojibwe values and their lifestyle connected to the seasonal changes of the land? What are the cultural elements of both the Dakota and Ojibwe?	Self-Management- Organization: create plans to prepare for summative assessments.	Students will create either a Parfleche container, a Bandolier bag, a model tipi, or a model wigwam. Students will do research to	Criterion B: Investigating Criterion D: Critical Thinking	6.4.4.15.1 Compare and contrast the Dakota and Anishinaabe nations prior to 1800; describe their interactions with each other and other indigenous

	Personal and Cultural Expression		<p>Conceptual: How are Dakota and Ojibwe cultures similar and different?</p> <p>Debatable: To what extent have the Dakota and Ojibwe cultures influenced our culture in Minnesota today?</p>	Communication: make inferences and draw conclusions.	learn how to make their model, and then describe the model in a paragraph, and then make a connection to their own lives in a second paragraph.		peoples. (Before European Contact)
Unit 3: The Fur Trade	<p>Global Interactions</p> <p>Cooperation</p> <p>Globalization Sustainability (human impact on the environment)</p>	When people move to a new place they interact with the people already there, resulting in both positive and negative changes.	<p>Factual: Why did Europeans explore the upper Mississippi River region? How did Dakota and Ojibwe cultures change with the arrival of the Europeans? How did seasonal changes affect the fur trade and the roles of individuals?</p> <p>Conceptual: Students will describe the economic, environmental, and cultural impact of the interaction between the Dakota and Ojibwe and the explorers and fur traders.</p> <p>Debatable: What positive changes do you think happened after Europeans started to move to Minnesota? Think of how this affected both Native people and Europeans. What negative changes do you think happened after Europeans started to move to Minnesota? Think of how this affected both Native people and Europeans.</p>	Communication: read critically and for comprehension, take effective notes in class, and make effective summary notes for studying. Thinking- Critical Thinking: use models and simulations to explore complex systems and issues.	Students will practice their test taking skills by taking a test as the summative.	Criterion A: Knowledge and Understanding	6.4.4.16.1 Describe European exploration, competition and trade in the upper Mississippi River region; describe varied interactions between Minnesota's indigenous peoples and Europeans in the seventeenth and eighteenth centuries. (Colonization and Settlement: 1585-1763)

<p>Unit 4: The US-Dakota War of 1862 and MN Statehood</p>	<p>Time Space and Place Cooperation</p> <p>Conflict, Governance</p> <p>Fairness and Development (government, peace and conflict)</p>	<p>When different groups of people live on the same land, the groups will negotiate or fight over the ownership of the land.</p>	<p>Factual: What motivated Americans to create the treaties? What motivated Native Americans to sign the treaties? How did MN become a territory and then a state? What factors contributed to the tensions between the settlers and the Dakotas that eventually led to war? How did the lives of the Dakotas change after the war? What is resilience? What is assimilation?</p> <p>Conceptual: What were the positive and negative impacts of the treaties between Native Minnesotans and the settlers for both groups? Explain three consequences of Americans coming to settle the Minnesota territory. What are the costs and benefits of resistance and assimilation?</p> <p>Debatable: Should the Dakota have resisted or assimilated?</p>	<p>Thinking- Critical Thinking: develop contrary or opposing arguments.</p> <p>Communication: negotiate ideas and knowledge with peers and teachers.</p> <p>Thinking- Critical Thinking: gather and organize relevant information to formulate an argument.</p>	<p>Students will debate the question of if the Dakota should have resisted or assimilated in the face of the US government's actions.</p>	<p>Criterion D: Critical Thinking</p> <p>Criterion C: Communicating</p>	<p>6.4.4.18.2 Analyze how and why the United States and the Dakota and Anishinaabe negotiated treaties; describe the consequences of treaties on the Anishinaabe, Dakota and settlers in the upper Mississippi River region. (Expansion and Reform: 1792-1861)</p> <p>6.4.4.18.3 Describe the process of how Minnesota became a territory and state; identify the key events, individuals and groups involved in the process. (Expansion and Reform: 1792-1861)</p> <p>6.4.1.2.1 Pose questions about a topic in Minnesota history, gather a variety of primary and secondary sources related to questions, analyze sources for credibility, identify possible answers, use evidence to draw conclusions, and present supported findings.</p> <p>6.4.4.18.2 Analyze how and why the United States and the Dakota and Anishinaabe negotiated treaties; describe the consequences of treaties on the Anishinaabe, Dakota and settlers in the upper Mississippi River region.</p> <p>6.4.4.19.3 Explain reasons for the United States-Dakota War of 1862; compare and contrast the perspectives of</p>
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Unit 5: Industrialization	Change Development Communities Scientific, Technical innovation	New industries can help societies develop but also can cause problems.	<p>Factual: What were the main industries that built the economy of Minnesota in the late 1800's? What was daily life like in each of these industries? Which individuals contributed to the industrial and social changes of the time period?</p> <p>Conceptual: How did the geography of Minnesota influence which industries developed here? How did these industries impact the environment and economy of Minnesota? What were the consequences of new technology on these industries and on our environment?</p> <p>Debatable: Did these industries cause more positive or negative change for the people of Minnesota? Did Minnesota industry play a vital role in the economic development of the U.S.?</p>	<p>Communication: negotiate ideas and knowledge with peers and teachers.</p> <p>Thinking- Critical thinking skills: gather and organize relevant information to formulate an argument.</p>	In the Tea Party Summative, students will become an influential person from the past, representing the industries or social movements of the time, and participate in a Tea Party to communicate with the other influential industrialists or social activists. Students will complete an investigation plan with research to learn about their character.	<p>Criterion B: Investigating</p> <p>Criterion D: Critical Thinking</p>	<p>6.4.4.20.1 Analyze how the rise of big business, the growth of industry, the use of natural resources, and technological innovation influenced Minnesota's economy from 1860 to 1920.</p> <p>6.4.4.20.2 Analyze the causes and impact of migration and immigration on Minnesota society during the late nineteenth and early twentieth centuries.</p> <p>6.4.4.20.3 Describe the effects of reform movements on the political and social culture of Minnesota in the early twentieth century</p>

Individuals and Societies Year 2: US History	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content MN State Standards
Unit 1: Historical Inquiry and Three Worlds Collide	Global Interactions, Power, Resources, Ideology Orientation in space and time (displacement and exchange)	During specific times and places, differing ideologies between cultures can lead to displacement of culture and unequal exchange of resources and an imbalance in power.	Factual: What are some elements of the ideologies of American Indians, Africans, and Europeans? What resources existed in the Americas? What resources were scarce in Europe? Conceptual: How did the ideologies of the American Indians, Africans, and Europeans differ? How did that impact their interactions and the consequences of those interactions? Debatable: Was it more positive or negative for these three worlds to collide?	Communication: Read critically and for comprehension Thinking - Creative thinking: Create original works and ideas; use existing works and ideas in new ways	Students will write an essay choosing one of the three perspectives (Native American, African enslaved, or European) and write a story based on the primary sources they have read.	Criterion C: Communicat ing Criterion D: Critical Thinking	7.4.1.2.1 Pose questions about a topic in United States history, gather and organize a variety of primary and secondary sources related to the questions, analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusions and support the thesis; present supported findings, and cite sources
Unit 2: America's beginnings - Up to Revolutionary War	Systems Governance, Conflict, Authority, Government, Rights,	Abuse of authority or restriction of rights can cause conflict and the development of new systems of governance.	Factual: What were some causes of the American Revolution? What were the similarities and differences in economics, geography, and population among the 3 colonial regions? Who were some significant figures in the American Revolution?	Communication: Students must use and interpret a range of discipline-specific terms and symbols. Thinking - Creative thinking:	Multiple Choice questions about the 13 colonies, vocabulary, few short questions about Zinn's book and a question about the causes of the Revolution.	Criterion A: Knowledge and Understandi ng Criterion D: Critical Thinking	7.1.3.5.2 Compare and contrast the rights and responsibilities of citizens, non-citizens and dual citizens. 7.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain

	Fairness and development (democracy)		<p>Conceptual: What factors can create an environment of rebellion? Who gets to participate in and benefit from a rebellion?</p> <p>Debatable: When is armed rebellion justified? Should the colonists have rebelled against Great Britain?</p>	Students must gather and organize relevant information to formulate an argument			<p>why different households or groups faced with the same alternatives might make different choices.</p> <p>7.3.1.1.1 Create and use various kinds of maps, including overlaying thematic maps, of places in the United States; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.</p>
Unit 3: Creation of the U.S. Government	<p>Key concept: Systems</p> <p>Related concept: Governance, Conflict, Authority, Government, Rights</p> <p>Global context: Fairness and Development (Democracy)</p>	Individuals gather to make different compromises to form the system of a new government.	<p>Factual: What ideas at the Constitutional Convention were compromised?</p> <p>Conceptual: What was the Great Compromise? What is the importance of the ¾ compromise?</p> <p>Debatable: Should the United States has a strong or weak federal government? How should population be represented?</p>	Communication, Research	Constitutional Convention role-play activity	Criterion B and C	<p>7.1.1. Exhibit civic skills including participating in civic discussion on issues in the contemporary United States, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus.</p> <p>7.1.2.3.1. Identify examples of how principles expressed in the Declaration of Independence and Preamble to the Constitution have been applied throughout United States history, including how they have evolved (if applicable) over time.</p>

<p>Unit 4: Territorial Expansion and immigration patterns</p>	<p>Global Interactions</p> <p>Conflict, Identity</p> <p>Identities and Relationships (conflict and cooperation)</p>	<p>As new nations interact with others to compete for resources and power, national identities are formed.</p>	<p>Factual: What is manifest destiny? How did the US carry out this policy in the era of expansion?</p> <p>Conceptual: How did the concept of Manifest Destiny influence American national identity?</p> <p>Debatable: Do nations have destinies? Can we change our national identity? What should our national identity be?</p>	<p>Research - Media Literacy skills: Seek a range of perspectives from multiple and varied sources</p> <p>Research - Information Literacy skills: Create references and citations, use footnotes/endnotes and construct bibliography according to recognized conventions</p>	<p>Slide presentation about different events of the Territorial Expansion during the 19th century in the U.S.</p>	<p>Criterion B: Investigating</p> <p>Criterion C: Communicating</p> <p>Criterion D: Thinking Critically</p>	<p>7.4.4.18.1. Describe the processes that led to the territorial expansion of the United States, including the Louisiana Purchase and other land purchases, wars and treaties with foreign and indigenous nations, and annexation. (Expansion and Reform: 1792-1861)</p> <p>7.4.4.18.2. Identify new technologies and innovations that transformed the United States' economy and society; explain how they influenced political and regional development. (Expansion and Reform: 1792-1861)</p> <p>7.4.4.18.3. Identify causes and consequences of Antebellum reform movements including abolition and women's rights. (Expansion and Reform: 1792-1861)</p>
<p>Unit 5: The Civil War and Reconstruction</p>	<p>Change</p> <p>Conflict, Perspective, Rights,</p> <p>Orientation in time and space</p>	<p>Conflicts caused by different perspectives can change who gets rights in that nation.</p>	<p>Factual: What was the reasoning behind the South's secession? Compare and contrast the cultures of both the North and South.</p> <p>Conceptual: What role did slavery play in both the South and North (economically and socially)? Compare and</p>	<p>Communication: Use a variety of speaking techniques to communicate with a variety of audiences</p> <p>Communication: Make inferences</p>	<p>Tea Party about important figures of the Civil War and Reconstruction in which students will need to discuss about the impact during this period.</p>	<p>Criterion C: Communication</p> <p>Criterion D: Critical Thinking</p>	<p>7.4.4.19.1 Cite the main ideas of the debate over slavery and states' rights; explain how they resulted in major political compromises and, ultimately, war. (Civil War and Reconstruction: 1850-1877)</p>

			<p>contrast the experiences of soldiers and citizens of South and North during the war.</p> <p>Debatable: Was Reconstruction successful in helping African Americans gain equal rights as US citizens?</p>	and draw conclusions			<p>7.4.4.19.2 Outline the major political and military events of the Civil War; evaluate how economics and foreign and domestic politics affected the outcome of the war. (Civil War and Reconstruction: 1850-1877)</p> <p>7.4.4.19.3 Describe the effects of the Civil War on Americans in the north, south and west, including liberated African-Americans, women, former slaveholders and indigenous peoples. (Civil War and Reconstruction: 1850-1877)</p>
Unit 6: Fighting for Rights	<p>Development Disparity and Equity,</p> <p>Fairness and Development (rights, justice, power and privilege)</p>	<p>When a group experiences disparity, they can organize and fight to gain equity and fairness.</p>	<p>Factual: What rights movements existed during the 19th and 20th centuries in the U.S.? What were the goals and methods used to reach those goals in these movements?</p> <p>Conceptual: What caused these rights movements to form? What are the consequences of these rights movements? How have the rights movement evolved over time?</p> <p>Debatable: Are these rights movements achieving their goals? Are they still around today?</p>	<p>Research - Media Literacy skills: Demonstrate awareness of media interpretations of events and ideas (including digital social media)</p> <p>Social - Collaboration skills: Manage and resolve conflict and work collaboratively in teams</p>	<p>Students will create in groups a poster with information about one of the Rights Movements during the 20th century, answering questions among others, about information of the group, impact, consequences, and if they are still active nowadays.</p>	<p>Criterion A: Knowledge and Understanding</p> <p>Criterion B: Investigating</p>	<p>7.4.4.20.4 Analyze the effects of racism and legalized segregation on American society, including the compromise of 1876, the rise of "Jim Crow," immigration restriction, and the relocation of American Indian tribes to reservations. (Development of an Industrial United States: 1870- 1920)</p> <p>7.4.4.20.5 Describe the strategies used by suffragists in their campaigns to secure the right to vote; identify the 19th Amendment. (Development of an</p>

							<p>Industrial United States: 1870-1920)</p> <p>7.4.4.22.2 Analyze the social and political effects of the Cold War on the people of the United States. (Post- World War II United States: 1945-1989)</p> <p>7.4.4.21.3 Outline how the United States mobilized its economic and military resources during World War II; describe the impact of the war on domestic affairs. (The Great Depression and World War II: 1920-1945)</p>
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Individuals and Societies Year 3: Global Studies	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content MN State Standards
Unit 1: Perspectives in Geography	<p>Time, space and place</p> <p>Perspective, Scale</p> <p>Orientation in time and space</p>	Perspectives of geography can change how we see the world.	<p>Factual: What is study of geography? What tools can a geographer use to investigate a given location or region? What does TODALS stand for?</p> <p>Conceptual: Compare the study of physical geography to the study of human geography? How do physical, climatic and human factors impact how geographers define a region?</p>	<p>Communication: Use and interpret a range of discipline-specific terms and symbols</p> <p>Communication: Gather and organize relevant information to formulate an argument</p>	Exam on Geography skills and terms.	<p>Criterion A: Knowledge and Understanding</p> <p>Criterion D: Critical Thinking</p>	<p>8.3.1.1.1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context</p> <p>8.3.1.2.1 Geographic inquiry is a process in which people ask geographic questions and</p>

			<p>Debatable: Which impacts development of resources more, human factors or physical factors? Does the way a map is presented, through scale, projection and content create a bias in its viewers?</p>	<p>Communication: Recognize unstated assumptions and bias</p>			<p>gather, organize and analyze information to solve problems and plan for the future</p> <p>8.3.2.3.1. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).</p>
<p>Unit 2: Diversity of North America</p>	<p>Time, space, place</p> <p>Diversity and causality</p> <p>Orientation in space, time and place</p>	<p>Diverse human migrations can change a place and how people interact.</p>	<p>Factual: How many people live in U.S., Canada and Mexico today? What different cultural groups live in each country?</p> <p>Conceptual: Describe how the natural resources of North America have impacted the human communities that live there. Compare and contrast the reasons for European exploration in Canada, the U.S. and Mexico.</p> <p>Debatable: When and under what circumstances should governments allow immigrants to enter their country?</p>	<p>Self-Management - Organization: Keep an organized and logical system of information files/notebooks</p> <p>Research - Information Literacy skills: Create references and citations, use footnotes/endnotes and construct bibliography according to recognized conventions</p>	<p>The students are required to pick a cultural group or specific population of people who have immigrated to a place in North America (Canada, U.S.A. or Mexico). They will write an investigation question, and use the question to inform a research project to be written on google slides and presented to the class.</p>	<p>Criterion B: Investigating</p> <p>Criterion C: Communication</p>	<p>8.3.3.5.1 The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).</p> <p>8.3.3.6.1 Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.</p> <p>8.3.4.10.1 The meaning, use, distribution and importance of resources changes over time.</p>

<p>Unit 3: Growth and Sustainability in Latin America</p>	<p>Systems Sustainability, Resources Globalization and Sustainability</p>	<p>Government and economic systems can impact the ability of a country to sustainably use its resources to grow in an era of globalization.</p>	<p>Factual: What countries make up South America, Central America and the Caribbean? What types of governments are represented in regions? What products and resources are abundant in the region?</p> <p>Conceptual: What similarities and differences exist between the history of the three regions (South Am, Central Am and the Caribbean)? How have some countries embraced environmental sustainability and others not?</p> <p>Debatable: Is it possible for a country to grow economically in an environmentally sustainable way?</p>	<p>Self-Management - Reflective Skills: Consider ethical, cultural and environmental implications</p> <p>Communication: Make effective summary notes for studying</p>	<p>The summative assessment is an exam on the history, geography and current economic successes and challenges of the countries of Latin America.</p>	<p>Criterion A: Knowledge and Understanding Criterion D: Critical Thinking</p>	<p>8.3.4.10.3 Describe the changing role of Latin America in global trade networks</p> <p>8.4.3.14.1 Describe causes of economic imbalances and social inequalities among the world's peoples in the post-colonial world and efforts made to close those gaps</p> <p>8.4.3.14.8 Describe how groups are reviving and maintaining their traditional cultures, identities and distinctiveness in the context of increasing globalization.</p>
<p>Unit 4: Europe</p>	<p>Global Interactions and Relationships Power and Cooperation Identities and Relationships</p>	<p>Different countries can interact with each other to form relationships that are influenced by their identities, access to power, and need for cooperation.</p>	<p>Factual: How have national identities formed in Europe? What countries make up the continent of Europe and which are included in the European Union? What types of governments are represented? What is the history and purpose of the EU?</p> <p>Conceptual Question: How does political change impact ordinary people? What effects have climate change has on humans in Europe and around the world?</p> <p>Debatable Question: How should EU and non-EU</p>	<p>Thinking --critical thinking skills: gather and organize relevant information to formulate an argument</p> <p>Research--information literacy skills: access information to be informed and inform others</p>	<p>Mock European Union council meeting on the environment and the Paris Agreement</p>	<p>Criterion C: Communication Criterion D: Critical Thinking</p>	<p>8.3.3.5.3. Describe the locations of human populations and the cultural characteristics of Europe and Russia including the role of migration patterns, and the impact of aging and other effects on demographic distribution</p> <p>8.3.3.6.3. Describe how the physical and environmental features of Europe and Russia affect human activity and settlement</p> <p>8.4.3.14.5 Assess the current state of human</p>

			countries respond to the current environmental crisis of climate change?				rights around the world as described in the 1948 Declaration of Human Rights
Unit 5: Coming soon!							

Individuals and Societies Year 4: Civics and Economics	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content MN State Standards
Unit 1: Forms and Functions of Governments	Systems Citizenship, Governance Fairness and Development (Rights, laws, civic responsibility and the public sphere)	Societies create systems of governance which balance individual rights and the common good in different ways.	Factual: What are the different forms of government? What are the main functions of government? What is the common good? What example of tyranny existed in the 20th century? Conceptual: How did the Soviet communist governments keep their power? What are the differences between the different systems of government (unitary, federal, confederal)? Debatable: What is the best way to resist	Social - Collaboration skills: listen actively to other perspectives and ideas and encourage others to contribute Self-Management - Organization: Keep an organized and logical system of information files/notebooks	For Criterion A, we will do a test, with multiple choice and short and long questions about forms of government and examples. Summative Role Play from online textbook: Nucountry. Students are assigned to represent an interest group and work with the others to build a constitution for 'Nucountry'. This will be assessed with Criterion C and Criterion D.	Criterion A: Knowledge and Understanding Criterion C: Communication Criterion D: Critical Thinking	9.1.2.3.2 Identify the sources of governmental authority; explain popular sovereignty (consent of the governed) as the source of legitimate governmental authority in a representative democracy or republic. 9.1.2.3.3 Define and provide examples of foundational ideas of American government which are embedded in founding era documents: natural rights philosophy, social contract, civic virtue, popular sovereignty, constitutionalism, representative democracy, political factions, federalism and individual rights. 9.1.2.3.5

			a tyrannical form of government/leadership? Which is more important: individual freedom or the common good?				Analyze the tensions between the government's dual role of protecting individual rights and promoting the general welfare, the struggle between majority rule and minority rights, and the conflict between diversity and unity. 9.1.5.12.1 Compare the philosophies, structures and operations of different types of governments in other countries with those in the United States.
Unit 2: The US Constitution	Time, Space and Place Change Fairness and Development	Over time, citizens and democratically elected officials can cooperate to change the Constitution to make it more fair.	Factual: What is the basic structure of the Constitution? What are the roles and functions of the three branches of government? What are the rights, liberties, and responsibilities of U.S. citizens? Conceptual: How do separation of powers and checks and balances affect the U.S. Government? How is the Constitution a living document? Debatable: What constitutional amendment(s) do you believe should be passed? Is a strong	Research - Information literacy: Access information to be informed and inform others Self-Management - Managing time and tasks effectively: Keep to class schedules and assignment deadlines	The students will take the Civics test that they need to pass to graduate from high school at the end of this unit. We will evaluate this part of the summative with Criterion A, knowledge and understanding. Students will also research how the branches of government work together and specifically how the Supreme Court operates within the judicial branch. Students will investigate the question "How did	Criterion A: Knowledge and Understanding Criterion B: Investigating Criterion C: Communication	9.1.3.4.1 Analyze the meaning and importance of rights in the United States Constitution and the Bill of Rights and subsequent amendments; compare and contrast these with rights in the Minnesota Constitution. 9.1.3.4.2 Explain the scope and limits of rights protected by the First and Second Amendments and changes created by legislative action and court interpretation. 9.1.3.4.3 Explain the scope and limits of rights of the accused under the Fourth, Fifth, Sixth, and Eighth Amendments and changes created by legislative action and court interpretation. 9.1.4.6.2 Explain the purposes, organization, functions and processes of the legislative

			<p>federal system the most effective government for the United States? Which level of government, federal or state, can best solve our nation's problems?</p>		<p>(your supreme court case) affect the lives of US citizens?" and complete a somewhat scaffolded research plan to do the project.</p>		<p>branch as enumerated in Article I of the United States Constitution.</p> <p>9.1.4.6.3 Explain the purposes, organization, functions and processes of the executive branch as enumerated in Article II of the United States Constitution.</p> <p>9.1.4.6.4 Explain the purposes, organization, functions and processes of the judicial branch as enumerated in Article III of the United States Constitution.</p> <p>9.1.4.6.5 Describe the systems of enumerated and implied powers, separation of powers, and checks and balances.</p>
<p>Unit 3: Interdisciplinary Unit - I&S and L&L - Personal Impacts of Foreign Policies</p>	<p>Perspective</p> <p>Causality (cause and consequence)</p> <p>Identities and relationships</p>	<p>Countries make foreign policy decisions, changing relationships among countries and affecting the lives and perspectives of their citizens.</p>	<p>Factual: What foreign policies has the US carried out in the 20th and 21st centuries? In what ways do we express our perspectives about other cultures and countries?</p> <p>Conceptual: What are the global and local causes and consequences of US foreign policy decisions? What influences shape our worldview of other cultures and countries?</p>	<p>Thinking - Critical Thinking skills: Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding</p> <p>Thinking - Critical Thinking skills: Consider ideas from multiple perspectives</p>	<p>Students will choose to create two products, each one reflecting a perspective about a particular US foreign policy and how it impacts people on a personal level.</p> <p>One format will represent the perspective of a citizen in a country affected by a US foreign policy, and the other format will represent the perspective of a Senator on the foreign policy</p>	<p>Criterion C: Communication</p> <p>Criterion D: Critical Thinking</p>	<p>9.1.2.3.5 Analyze the tensions between the government's dual role of protecting individual rights and promoting the general welfare, the struggle between majority rule and minority rights, and the conflict between diversity and unity.</p> <p>9.1.5.10.3 Explain why governments interact in world affairs; describe how the United States government develops and carries out United States foreign policy, including treaty-making.</p> <p>9.1.5.10.2 Evaluate the effectiveness of diplomacy and other foreign policy tools used by</p>

			<p>Debatable: Who benefits from these foreign policies? What is the impact of one person in the world around us?</p>		<p>committee that created that foreign policy.</p> <p>Students will choose two of the following options: a postcard, song, or infographic. Each student will need to write a paragraph explaining each of the formats that they have chosen and explain the theme, the intent, their reasons to represent that perspective in that way.</p>		<p>the United States government and other nations in historical or contemporary times.</p> <p>9.1.5.11.2 Explain the role of international law in world affairs; evaluate the impact of the participation of nation states in international organizations.</p>
<p>Unit 4: Foundations of Economics</p>	<p>Time, space and place</p> <p>Resources, Ideology</p> <p>Globalization and sustainability</p>	<p>People have created different concepts to explain the economy, how people make economic choices, how resources are distributed and used, and how these ideas are interconnected.</p>	<p>Factual: What are the fundamental concepts we need to understand the economy and how people interact within the economy? What are the different economic systems that exist in our world?</p> <p>Conceptual: What factors influence people's economic decision making? How can we use the concepts of opportunity cost, comparative</p>	<p>Thinking - Critical Thinking: Use models and simulations to explore complex systems and issues</p> <p>Thinking - Creative Thinking: Make unexpected or unusual connections between objects and/or ideas</p>	<p>The summative will be a formal test. The test will include some assessment of students knowing the basic concepts and terminology we cover in the unit to explain economy and economic decision making, which will be evaluated with Criterion A.</p> <p>The test will also include several long answer questions that reflect the inquiry questions, especially the</p>	<p>Criterion A: Knowledge and Understanding</p> <p>Criterion D: Critical Thinking</p>	<p>9.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.</p> <p>9.2.3.3.1 Identify the incentives and trade-offs related to a choice made by an individual, household, organization or government; describe the opportunity cost of a choice; and analyze the consequences of a choice (both intended and unintended).</p>

			<p>advantage, and absolute advantage, to help us make better decisions?</p> <p>Debatable: What is the best way to solve the problem of scarcity? What economic system would you prefer to live in?</p>		<p>debatable question, that will assess students' critical thinking skills and be evaluated using Criterion D.</p>		<p>9.2.3.4.1 Explain how the availability of productive resources and technology limits the production of goods and services.</p> <p>9.2.5.12.1 Apply the principles of absolute and comparative advantage to explain the increase in world production due to specialization and trade; identify the groups that benefit and lose with free- trade treaties, trading blocs and trade barriers.</p>
<p>Unit 5: Measuring the Economy</p>	<p>Systems Choice, Perspective Fairness and Development</p>	<p>The systems we choose to use to measure and compare global economies inform our perspective on the fairness and development of those economies.</p>	<p>Factual: What are the different measurements we can use to evaluate an economy? How do we use the following measurements: real and nominal GDP, per capita GDP, structural, frictional, and cyclical unemployment rates, literacy rate, infant mortality rate, poverty line, life expectancy, inflation, a recession, a depression, imports and exports, the business cycle...?</p> <p>Conceptual: How do these measurements impact our understanding and perspective of different global economies?</p>	<p>Self-Management - Organization skills: Use appropriate strategies for organizing complex information</p> <p>Research - Information Literacy skills: Collect and analyse data to identify solutions and make informed decisions</p>	<p>Students will design an investigation where they evaluate the health of 3 nations: the US, and two other countries of their choice. Students will determine which economic indicators they will use to compare and contrast the three countries and determine their economies' health. Students will consider how fair and how developed each country is based on their analysis.</p> <p>Students will then provide each country with a 'prescription' for economic growth</p>	<p>Criterion B: Investigating</p> <p>Criterion C: Communication</p>	<p>9.2.4.8.3 Identify measures of income distribution, wealth distribution and poverty, and explain how these affect, and are affected by, the economy; evaluate the effectiveness of, and incentives created by, government income redistribution programs.</p> <p>9.2.5.9.1 Measure economic growth in terms of percentage changes in real Gross Domestic Product over time; analyze past and recent data to identify factors that promote or impair long-run economic growth and its sustainability.</p> <p>9.2.5.9.2 Measure inflation in terms of a percentage change in a price index; analyze past and recent data to explain how the money supply is related to long-run inflation with the equation of exchange.</p>

			Debatable: What is the most effective measurement of an economy?		and suggest ways each country could improve their economy and the lives of their citizens. Students may report their analysis of the 3 countries in any way they choose (podcast, written paper, poster, website, prezi, vlog...) The summative task will be assessed with all strands of criterion B and Criterion C.		9.2.5.9.3 Measure full employment in terms of the unemployment rate and various types of unemployment; analyze past and recent data to describe factors that impact the long-run growth of jobs in an economy.
Unit 6: Supply and Demand	Change Causality (cause and consequence), Resources Scientific and Technical Innovation (models)	Economies adapt to change in availability of resources and consumer preferences, these adaptations can be predicted in economic models of supply and demand.	Factual: What is the law of demand? What is the law of supply? What are the demand and supply shifters? Conceptual: How are increase and decreases in demand and supply represented on a graph? How does government intervention affect markets? Debatable: Which has a greater impact on the overall economy, supply of a resource or the demand for the resource?	Research - Media Literacy skill: Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) Thinking - Critical Thinking skill: Use models and simulations to explore complex systems and issues	Students will take a test assessed with Criterion A. Students will also create a Supply and Demand project where they will investigate current events news stories and find three to analyze examples of supply and demand and illustrate the events with graphs. This project will be assessed with criteria C and D.	Criterion A: Knowledge and Understanding Criterion C: Communication Criterion D: Critical Thinking	9.2.4.5.1 Describe the role of households, businesses and governments in the movement of resources, goods and services, and money in an economy. 9.2.4.5.2 Describe the role of markets in the movement of resources, goods and services, and money in an economy. 9.2.4.5.3 Explain that market demand is based on each buyer's willingness and ability to pay and the number of buyers in the market; analyze the effect of factors that can change demand. 9.2.4.5.4 Explain that market supply is based on each seller's cost and the number of sellers in

							<p>the market; analyze the effect of factors that can change supply.</p> <p>9.2.4.5.5 Use demand and supply curves to explain how the equilibrium price and quantity in a market is determined as buyers and sellers adjust their offers in response to shortages or surpluses.</p> <p>9.2.4.5.6 Explain how changes (shifts) in the demand and supply of an item result in changes in its market price and quantity; explain how these shifts can lead to changes in prices and quantities in other markets.</p> <p>9.2.4.8.1 Identify and analyze market failures caused by a lack of competition, lack of resource mobility (barriers), and lack of perfect information; evaluate the rationale and effectiveness of government attempts to remedy these problems.</p> <p>9.2.4.8.2 Identify and analyze market failures caused by poorly defined or poorly enforced property rights, externalities, and public goods; evaluate the rationale and effectiveness of government attempts to remedy these problems.</p> <p>9.2.5.10.1 Describe factors that can lead to changes in short-run total spending (by households, businesses, governments and</p>
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							<p>foreigners) and changes in short-run output.</p> <p>9.2.5.10.2 Use a short-run aggregate demand and aggregate supply model to describe changes in output, employment and the price level.</p> <p>9.2.5.11.1 Explain how various government fiscal policies are likely to impact overall output, employment and the price level.</p> <p>9.2.5.11.2 Describe how various monetary policies of the Federal Reserve are implemented; explain how they are likely to impact overall output, employment, and the price level.</p> <p>9.2.5.12.2 Explain how the demand and supply of currencies determines exchange rates and, in turn, affects trade.</p>
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Individuals and Societies Year 5: World History	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content MN State Standards
<p>Unit 1: Present to Past: Modern Conflicts</p>	<p>Time, space and place</p> <p>Conflict, power, interdependence</p> <p>Orientation in Space and Time</p>	<p>In the time, space and place of the world today, countries can struggle with maintaining power and minimizing conflict in relation to their interdependence with other countries.</p>	<p>Factual: What are some major events in the U.S.- Afghanistan War? Who are the modern leaders and their political ideologies of North Korea, Afghanistan, Nigeria?</p> <p>Conceptual: Compare and contrast the causes of the Afghanistan war and the tension between the U.S. and North Korea? What do the economic inequalities in Nigeria and Afghanistan have in common?</p> <p>Debatable: Can a nation enjoy true national sovereignty in the world today?</p>	<p>Communication: Structure information in summaries, essays and reports</p> <p>Thinking - Critical Thinking skills: Evaluate evidence and arguments and gather and organize relevant information to formulate an argument</p>	<p>Essay test: The summative will be an essay test which will call on the students to create a thesis/argument and supporting details/evidence regarding the development of a modern nation (North Korea, Nigeria, and Afghanistan); which were studied indepthly throughout the unit.</p> <p>The essay question will be as follows: Can a nation enjoy true national sovereignty in the world today? Give at least three detailed examples that support your answer.</p>	<p>Criterion C: Communication</p> <p>Criterion D: Critical Thinking</p>	<p>9.4.1.2.1 Pose questions about topics in history; suggest possible answers and write a thesis; locate and organize primary and secondary sources; analyze them for credibility and bias; corroborate information across the sources; use sources to support or refute the thesis; and present supported findings.</p> <p>9.4.1.2.2 Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretations.</p> <p>9.4.3.14.1 Analyze the causes and consequences of the long-term unrest in the Middle East. (The New Global Era: 1989 to Present)</p>

<p>Unit 2: The Cold War</p>	<p>Systems Ideology, identity and perspective Identities and Relationships</p>	<p>To promote their ideology and form a national identity, government systems create and uphold specific perspectives.</p>	<p>Factual: What were some proxy wars fought during the Cold War? What diplomatic endeavors did both U.S. Presidents and Premiers of the USSR undertake to limit conflict and nuclear proliferation?</p> <p>Conceptual: Describe the inherent conflict between the economic theory of capitalism and communism. How did the rising role of the western media in the west affect world public opinion of the Vietnam War?</p> <p>Debatable: Did U.S. efforts to stop communism bring peace, freedom and prosperity to the Latin American nations in the second half of the 20th century? Did the U.S. experience in Vietnam change how we as a nation see our role around the world today?</p>	<p>Communication: Use and interpret a range of discipline-specific terms and symbols</p> <p>Thinking - Critical Thinking skills: Consider ideas from multiple perspectives</p> <p>Research - Media Literacy skills: Demonstrate awareness of media interpretations of events and ideas</p>	<p>Research Project on an event during the Vietnam War.</p> <p>Students will pick an event of the Vietnam War and do an investigation into the multiple perspectives of the event as well as an oral history interview of a person who was living during the time of the war. The students will be required to turn in: a research plan (including a question, explanation of its relevance, plan and reflection), the transcript of the interview, an evaluation of sources, their investigation and a bibliography</p>	<p>Criterion A: Knowledge and Understanding</p> <p>Criterion B: Investigating</p> <p>Criterion D: Critical Thinking</p>	<p>9.4.3.13.3 Explain how the Cold War shaped the global geopolitical climate, including proxy wars and the Non-Aligned Movement. (The World After World War II: 1950—1989)</p>
<p>Unit 3: The World at War in the 20th Century</p>	<p>Change Human nature, casualty, beliefs Fairness and Development</p>	<p>Times of extreme social and political change can cause a person to question their essential beliefs of human nature.</p>	<p>Factual— What were the main causes of WWI? What were the terms of the Treaty of Versailles?</p> <p>Conceptual— In what ways were WWI and WWII similar and different? How did Hitler's policy of genocide develop from the time of the Weimar Republic to the third Reich?</p>	<p>Critical thinking skills- critical thinking: draw reasonable conclusions and generalizations</p> <p>Social skills-Collaboration skills: practice empathy</p>	<p>Student Reflection Journal on Night by Elie Wiesel Students will read the Holocaust memoir Night and complete a reflection journal. They will also participate in literacy discussion groups throughout the unit and record their discussions in their journal. They will be</p>	<p>Criterion C: Communication</p> <p>Criterion D: Critical Thinking</p>	<p>9.4.3.12.1 Describe the social, political and economic causes and consequences of World War I. (A Half Century of Crisis and Achievement: 1900-1950)</p> <p>9.4.3.12.3 Describe the social, political and economic</p>

			Debatable— Do we always have a choice?		assessed on their knowledge of the events in the memoir as well as their ability to genuinely reflect on the major themes of the memoir as they relate to the historical time period of WWII, Nazi Germany and the Holocaust		causes and main turning points of World War II. (A Half Century of Crisis and Achievement: 1900-1950) 9.4.3.12.4 Describe the causes and consequences of the Nazi Holocaust, including the effects of the Nazi regime’s “war against the Jews” and other groups, and its influence on the 1948 United Nations Declaration of Human Rights and other human rights movements of the post-WW II era. (A Half Century of Crisis and Achievement: 1900-1950)
Unit 4: Exploration and the evolution of modern economic systems	Time, place and Space Resources Scientific and Technical Innovation	With the aid of scientific and technical innovations, humans create economic systems to use and distribute scarce resources in unique ways in different times places and spaces.	Factual—What is the economic theory of capitalism and communism? What were some major industrial and scientific inventions and innovations which impacted modern economies in the 1700’s and 1800’s? Conceptual—What effects did the creation of American colonies have on European powers in the time period 1500-1800? Debatable—What economic system is able to most	Critical thinking skills-critical thinking: evaluate evidence and arguments Communication skills-information literacy skills: make connections between various sources of information	Comparative Economic Systems Debate Students will participate in an in-class debate on an economic system and its effectiveness using real world examples. They investigate different economic theories used by most nations in the world in recent history (20th century until present time)and the ability of that theory to be put into practice. Finally, they will argue,	Criteria A: Knowledge and Understanding Criteria C: Communication Criteria D: Critical Thinking	9.4.3.10.7 Describe the expansion of the Ottoman empire; define its relationships and exchanges with neighboring societies and religious and ethnic minorities. (Emergence of the First Global Age: 1450-1750) 9.4.3.10.9 Identify the major intellectual and scientific developments of seventeenth and eighteenth- century

			equitably distribute resources to a countries population?		using evidence and persuasion, that their particular economic theory is better than another based on a set of criteria chosen by the students.	<p>Europe; describe the regional and global influences on the European Scientific Revolution and Enlightenment, and assess their impact on global society. (Emergence of the First Global Age: 1450-1750) 9.4.3.11.1</p> <p>Describe the causes and the regional and global impact of the Industrial Revolution. (The Age of Revolutions: 1750-1922) 9.4.3.12.2</p> <p>Describe the rise and effects of communism and socialism in Europe and Asia, including the Bolshevik Revolution (1917) in Russia and the Chinese Revolution (1949). (A Half Century of Crisis & Achievement: 1900-1950)</p>
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Individuals and Societies Year 5: US History	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content MN State Standards
Unit 1: Historical Inquiry and Three Worlds Collide	Global Interactions, Power, Resources, Ideology Orientation in space and time (displacement and exchange)	During specific times and places, differing ideologies between cultures can lead to displacement of culture and unequal exchange of resources and an imbalance in power.	<p>Factual: What are some elements of the ideologies of American Indians, Africans, and Europeans? What resources existed in the Americas? What resources were scarce in Europe?</p> <p>Conceptual: How did the ideologies of the American Indians, Africans, and Europeans differ? How did that impact their interactions and the consequences of those interactions?</p> <p>Debatable: Was it more positive or negative for these three worlds to collide?</p>	<p>Communication: Read critically and for comprehension</p> <p>Thinking - Creative thinking: Create original works and ideas; use existing works and ideas in new ways</p>	Students will write an essay choosing one of the three perspectives (Native American, African enslaved, or European) and write a story based on the primary sources they have read.	<p>Criterion C: Communicati ng</p> <p>Criterion D: Critical Thinking</p>	<p>9.4.1.2.1 Pose questions about topics in history; suggest possible answers and write a thesis; locate and organize primary and secondary sources; analyze them for credibility and bias; corroborate information across the sources; use sources to support or refute the thesis; and present supported findings.</p> <p>9.4.4.16.3 Identify the varied economic, political and religious motives of free and indentured European immigrants who settled in North America. (Colonization and Settlement: 1585—1763)</p> <p>9.4.4.16.4 Explain the origin and growth of the Atlantic slave trade; describe its demographic, economic, and political impact on western Africa, Europe, and the Americas (North</p>

							<p>America, Caribbean, Central and South America), including the impact on enslaved Africans. (Colonization and Settlement: 1585—1763)</p> <p>9.4.4.16.5 Analyze the impact of European colonization within North America on indigenous nations; analyze the impact of indigenous nations on colonization. (Colonization and Settlement: 1585—1763)</p>
<p>Unit 2: America’s beginnings - Up to Revolutionary War</p>	<p>Systems Governance, Conflict, Authority, Government, Rights, Fairness and development (democracy)</p>	<p>Abuse of authority or restriction of rights can cause conflict and the development of new systems of governance.</p>	<p>Factual: What were some causes of the American Revolution? What were the similarities and differences in economics, geography, and population among the 3 colonial regions? Who were some significant figures in the American Revolution?</p> <p>Conceptual: What factors can create an environment of rebellion? Who gets to participate in and benefit from a rebellion?</p> <p>Debatable: When is armed rebellion justified? Should the colonists have rebelled against Great Britain?</p>	<p>Communication: Students must use and interpret a range of discipline-specific terms and symbols.</p> <p>Thinking - Creative thinking: Students must gather and organize relevant information to formulate an argument</p>	<p>Multiple Choice questions about the 13 colonies, vocabulary, few short questions about Zinn's book and a question about the causes of the Revolution.</p>	<p>Criterion A: Knowledge and Understanding</p> <p>Criterion D: Critical Thinking</p>	<p>9.4.4.16.2 Compare and contrast the motivations for exploration, conquest and colonization in North America by different European nations. (Colonization and Settlement: 1585—1763)</p> <p>9.4.4.16.6 Compare and contrast the development of regional economies and labor systems in the British North American colonies (New England, Mid-Atlantic, and Southern colonies), including regional differences in the</p>

							<p>experiences of indentured servants, enslaved Africans and indigenous people. (Colonization and Settlement: 1585—1763)</p> <p>9.4.4.16.7 Describe the growth of colonial societies in British North America, including the evolution of representative forms of government, increased ethnic and religious pluralism, and changing concepts of racial identity, gender roles and family organization. (Colonization and Settlement: 1585—1763)</p> <p>9.4.4.17.1 Describe the political and military events that caused some North American colonies to break with Great Britain, wage war and proclaim a new nation in 1776. (Revolution and a New Nation: 1754—1800)</p>
Unit 3: Coming Soon							