

World History Individuals and Societies Year 5 Grade 10

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)
Age of growth and transformation	Global interactions	Civilizations conflict	Dimensions of time and space (People and boundaries)	People and boundaries bring about global interactions and conflict that create civilizations.	A. ii B. i. iv. C. i. D. iv.	<p>Research: Information literacy * collect and analyse data to identify solutions and make informed decisions</p> <p>Thinking: Critical thinking * evaluate evidence and arguments</p> <p>Thinking creative thinking * to consider multiple alternatives, including those that might be unlikely or impossible</p> <p>Communication * make inferences and draw conclusions</p>	<p>I can compare and contextualize the political, social, economic, and cultural aspects of the Anasazi, Aztec, Inca, and Mississippian societies.</p> <p>I can evaluate whether climate and geography helped or hindered cultural exchange between Amerindian societies. -skill make inferences and draw conclusions</p> <p>-I can compare and contextualize the political, social, economic, and cultural aspects of the Anasazi, Aztec, Inca, and Mississippian societies. -I can differentiate between a chiefdom, confederation, and an empire. -I can evaluate whether climate and geography helped or hindered cultural exchange between Amerindian societies. -I can compare the political, economic, social, and cultural elements of the Mughal, Ottoman, Safavid, and Songhai empires. -I can explain how the Islamic faith shaped the development of the</p>

							<p>Mughal, Ottoman, Safavid, and Songhai empires.</p> <p>-I can analyze the roots of the Ottoman-Safavid wars based on the Sunni-Shia split.</p> <p>-I can identify and explain:</p> <p>-I can identify ways in which the Ming dynasty shaped life in China.</p> <p>-I can explain the effect of nomadic threats and Ming policies on Chinese cultural identity.</p> <p>-I can explain how the Renaissance and Scientific Revolution challenged the traditional social and religious order in Europe.</p> <p>-I can identify elements of humanism and secularism in Renaissance art and architecture.</p> <p>-I can explain why various new Christian sects arose to challenge the authority of the Catholic Church.</p>
Age of exploration and expansion	Global interactions	Trade interdependence	Globalization and Sustainability markets, commodities and commercialization	Global Interactions are a result of markets, commodities and commercialization because of trade and interdependence.	A. ii C. i. D. iv.	<p>Communication</p> <p>* make inferences and draw conclusions</p> <p>Thinking: Critical thinking</p> <p>* interpret data</p> <p>*gather and organize relevant information to formulate an argument</p>	<p>I can explain the significance of the Indian Ocean Trade Network.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify the internal and external motives of European exploration. <input type="checkbox"/> I can compare European and Chinese perspectives on exploration. <input type="checkbox"/> I can explain factors contributing to the conquest of the Triple Alliance (Aztecs) and the Inca Empire. <input type="checkbox"/> I can describe the methods of empire-building.

						<input type="checkbox"/> I can explain the motivations behind various forms of empire-building. <input type="checkbox"/> I can explain why the encomienda and hacienda systems were established. <input type="checkbox"/> I can describe the impact of a mixed society and the establishment of a social hierarchy based on race. <input type="checkbox"/> I can describe the effects of the Columbian Exchange on the Americas and Afro-Eurasia. <input type="checkbox"/> I can describe the causes and consequences of the trans-Atlantic slave trade for Europe, colonial America, and West and Central Africa. <input type="checkbox"/> I can describe the purpose of each leg of triangular trade and describe the conditions of the Middle Passage. <input type="checkbox"/> I can determine the economic and cultural consequences of the trans-Atlantic slave trade. <input type="checkbox"/> I can describe the influence of the silver discoveries on Mexico and Peru. <input type="checkbox"/> I can describe the impact of the silver discoveries on the global economy.
Age of revolution	Change	Authority ideologies	Fairness and development Rights, law, civic responsibility and the public sphere	Changes in the ideas of fairness and the development of ideologies lead to the challenging of authority.	A. i C. i. D. iv.	<p>Communication</p> <ul style="list-style-type: none"> * negotiate ideas and knowledge with peers and teachers * take effective notes in class * use appropriate forms of writing for different purposes and audiences <p>I can compare the rule of various absolute rulers.</p> <p>I can connect causes of Enlightenment ideas to absolutism.</p> <p>I can compare preceding issues, processes, and end results of revolutionary movements around the world.</p>

						<p>Research: Information literacy * make connections between various sources of information</p> <p>Thinking: Critical thinking * evaluate evidence and arguments</p>	<p>□ I can determine patterns in revolutionary movements that can be applied throughout history. I can explain the connection between the fall of the Napoleonic Empire and the rise of nation-states as an institution.</p> <p>□ I can compare nationalist movements across Europe and explain how it affected the international balance of power and national identities.</p>
Rise of industry and nationalism	Change	Innovation resources	Scientific and technical innovation Modernization and industrialization	Innovation and available resources led to the change in societies through modernization and industrialization.	A ii. C. i. ii. D. iii.	<p>Communication * read critically and for comprehension * write for different purposes * use a variety of organizers for academic writing tasks</p> <p>Research: Information literacy * make connections between various sources of information</p>	<p>-I can identify and explain the significance of industrialization. -I can identify the internal and external factors contributing to the Industrial Revolution of Great Britain. -I can explain why industrialization ignited in Great Britain before other societies. -I can explain the benefits and costs of industrialization.</p> <ul style="list-style-type: none"> • SOC- Analyze the causes and effects of ideological, philosophical, and religious beliefs on social, economic, and political institutions. (legal systems and religious practices challenged, changed or reinforced racial ideologies, gender roles, and class status) • POL- Explain and compare how various factors effected the formation, expansion, and decline of political systems and government structures. (political, social, cultural, economic, and environmental, Internal and external conflicts, revolts and revolutions) • ECON- Explain and compare the effects of economic factors on different states, empires, and regions. (mercantilism, imperialism, capitalism, socialism, communism, industrialization, globalization, colonization, East v. West, North v. South, Colonialism, Cold War) • INT- Explain the environmental causes and consequences of major

							<p>technological change, migration, communication, and trade networks.</p> <ul style="list-style-type: none"> • D2.His.14 (causation) Analyze multiple and complex and interrelated causes and effects of events in the past. • D2.His.4 (multiple perspectives) Analyze complex and interacting factors that influenced the perspectives of people during different historical periods. • D4.1 (Argumentative Writing) Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses
Imperialism and resistance	Change	Conflict perspective	<p>Scientific and technical innovation</p> <p>Modernization and industrialization</p>	Unequal modernization and industrialization led to change and conflict because of differences in perspective.	<p>A. i. C. ii. D. i. ii. iii.</p>	<p>Communication</p> <ul style="list-style-type: none"> * write for different purposes * negotiate ideas and knowledge with peers and teachers * use a variety of organizers for academic writing tasks <p>Research: Information literacy</p> <ul style="list-style-type: none"> * make connections between various sources of information 	<p>-Students should be able to evaluate the political, economic, and socio-cultural motivations behind imperialism.</p> <p>-Students should be able to explain the difference between indirect and direct methods of imperialist control, including economic imperialism, sphere of influence, protectorate, and colony.</p> <p>-Students should be able to explain how imperial occupation transformed political, social, and cultural life for colonized people and societies in Africa and Asia, including the Belgian Congo.</p> <p>-Students should be able to evaluate the extent to which indigenous societies across Africa successfully resisted European imperialism including the Ethiopian Resistance, as well as one of the following: the Maji Maji Uprising, the Herero and Nama</p>

						<p>wars, the War of the Golden Stool, and the Anglo-Zulu War.</p> <p>-Students should be able to compare the outcomes of Western imperialism within Mughal India, Ottoman empire, Qing empire, and Tokugawa/Meiji Japan in order to explain factors facilitating their decline.</p> <p>-I can identify the political, economic, social, and cultural motivations behind imperialism.</p> <p>-I can identify the difference between direct and indirect methods of imperialist control, including economic imperialism, protectorate, colony, and spheres of influence.</p> <p>-I can explain how various indigenous societies in Africa and Asia were affected by imperial occupation.</p> <p>-I can explain how various indigenous societies across Africa attempted to resist imperial occupation.</p> <p>-I can explain how Mughal India, the Ottomans, Qing China, and Tokugawa Japan attempted to resist European and American imperialism.</p> <p>-I can compare the decline of the Mughal, Ottoman, and Qing empires</p>	
WWI and Russian Revolution	Systems	Conflict cooperation	Identities and relationships Affiliation and leadership	Nations form systems of alliances and leadership that lead to cooperation and conflict.	A. ii. B. iii. C. i. D. ii. iv.	Communication * use appropriate forms of writing for different purposes and audiences Research: Media literacy * seek a range of perspectives from multiple and varied sources	-I can identify the underlying and immediate causes of the First World War. -I can explain how new technologies shaped military tactics. -I can explain how the First World War affected life on the home front. -I can explain how European nations relied on the resources and

						<p>* evaluate evidence and arguments</p> <p>Thinking: Critical thinking</p> <p>* identify trends and forecast possibilities</p> <p>* draw reasonable conclusions and generalizations</p>	<p>people of their colonial possession to assist them during the First World War.</p> <p>-I can explain the Ottoman Empire's motives for carrying out the Armenian genocide and its impact on its Armenian subjects.</p> <p>-I can explain how various societies were impacted by the First World War.</p> <p>-I can evaluate the consequences of the Treaty of Versailles for Germany.</p> <p>-I can explain how communism attempted to address problems created by industrialization.</p> <p>-I can identify the basic principles of communism.</p> <p>-I can analyze why Russia adopted communist regimes in the early 20th century.</p> <p>-I can explain the Russian Revolution.</p> <p>-I can argue whether or not communist nations followed communist principles.</p>
WWII and Cold War	Global interactions	Identity ideologies	Identities and relationship: competition and cooperation		B i. ii. iii. iv. C i. ii. iii.	<p>*Structure information in summaries, essays, and reports,</p> <p>*Write for different purposes</p> <p>*Make inferences and draw conclusions</p>	<p>Identify political, economic, and social conditions in Germany, Japan, and Italy prior to WWII</p> <p>*Identify the reactions of other nations in response to militaristic aggression</p> <p>*Explain how alliances, military strategies, and technology impacted the course of the war</p> <p>*I can describe the alliances of democratic nations and communist nations</p>

