

Grade 6

UNIT TITLE	RESEARCH SKILLS BOOT CAMP						Duration	2 Weeks	
Subject(s)	Integrated humanities	Key Concept	Time, place and space	Related Concept(s)	Processes	Global Context	Orientation in space and time	Global Context Exploration(s)	Eras
ATL Skills	VI. Information literacy skills	Subject-group objectives	Ciii. Dii. Diii.	Statement of Inquiry	Recognition of our place in time, place, and space allows us to research, explore, and understand the relationships of Individuals and Societies.				
Content	<ul style="list-style-type: none"> - Students will have prior knowledge of citations from PYPX. - We will build on this knowledge by learning how to properly cite their sources with in-text citations. - Students will also learn to paraphrase information and avoid plagiarism. 								

UNIT TITLE	WATER, ISOLATION, CIVILIZATION: EARLY RIVER VALLEY						Duration	8 Weeks	
Subject(s)	Integrated humanities	Key Concept	Systems	Related Concept(s)	Causality (cause and consequence), Processes	Global Context	Orientation in space and time	Global Context Exploration(s)	Civilizations and social histories
ATL Skills	I. Communication skills II. Collaboration skills V. Reflection skills	Subject-group objectives	Ai. Aii. Bi. Bii. Biii. Biv. Ci. Cii. Ciii. Di. Dii. Diii. Div.	Statement of Inquiry	Geographical systems, resources, and processes have affected the development of civilizations.				
Content	<ul style="list-style-type: none"> - What is civilization - How the first civilizations developed - Impacts of geography 				<ul style="list-style-type: none"> - Research and Organizational skills. 				

UNIT TITLE	ANCIENT CIVILIZATION: EDUCATION AND CONSERVATION						Duration	6 Weeks		
Subject(s)	Integrated humanities	Key Concept	Time, place and space	Related Concept(s)	Innovation and revolution, Perspective	Global Context	Scientific and technical innovation	Global Context Exploration(s)	Ingenuity and progress	
ATL Skills	I. Communication skills VIII. Critical thinking skills	Subject-group objectives	Aii. Ci. Cii. Di. Dii. Div.	Statement of Inquiry	Civilizations throughout history have developed through ingenuity and innovation, bringing about change that impacts perspectives today.					
Content	<ul style="list-style-type: none"> - Identify SPRITEG of ancient civilizations in Mesoamerica and - - Africa - Understand the impact of human exploration - Consider positive and negative impacts of civilization <ul style="list-style-type: none"> - Responding to Document Based Questions - Research skills 									

UNIT TITLE	THE RISE AND FALL OF EMPIRES						Duration	10 Weeks		
Subject(s)	Integrated humanities	Key Concept	Change	Related Concept(s)	Power, Causality (cause and consequence)	Global Context	Identities and relationships	Global Context Exploration(s)	Human nature and human dignity	
ATL Skills	VI. Information literacy skills VII. Media literacy skills	Subject-group objectives	Ai. Bi. Bii. Biii. Biv. Ciii. Dii. Diii.	Statement of Inquiry	Throughout history, the rise and fall of powerful empires have affected human organization and interaction.					
Content	<ul style="list-style-type: none"> - Elements of a "empires"? - Conditions that cause an empire to exist - They ways empires expand - What causes empires to fall <ul style="list-style-type: none"> - Research and citation 									

UNIT TITLE	SOCIAL HIERARCHY						Duration	11 Weeks	
Subject(s)	Integrated humanities	Key Concept	Systems	Related Concept(s)	Culture, Identity	Global Context	Fairness and development	Global Context Exploration(s)	Power and privilege
ATL Skills	VII. Media literacy skills VIII. Critical thinking skills X. Transfer skills	Subject-group objectives	Aii. Bii. Ci. Di. Dii. Diii. Div.	Statement of Inquiry	Social structures influence power, privilege, and access to equal opportunities.				
Content	<ul style="list-style-type: none"> - The basis of societal structures that create hierarchies - Analysis of laws - Make connections between laws/systems across cultures 			<ul style="list-style-type: none"> - Empathy - expressing ideas through different types of multimedia 					

Grade 7

UNIT TITLE	SOCIAL HIERARCHY						Duration	3 Weeks	
Subject(s)	Integrated humanities	Key Concept	Systems	Related Concept(s)	Culture, Identity	Global Context	Fairness and development	Global Context Exploration(s)	Inequality
ATL Skills	VII. Media literacy skills- VIII. Critical thinking skills X. Transfer skills	Subject-group objectives	Aii. Ci. Cii. Di. Dii. Diii. Div.	Statement of Inquiry	Social structures influence power, privilege, and access to equal opportunities.				
Content	<ul style="list-style-type: none"> - Social structures and hierarchical systems have existed throughout space and time. - The basis of societal structures that create hierarchies - Analysis of laws - Make connections between laws/systems across cultures 			<ul style="list-style-type: none"> - Students will need good note taking skills, as the unit extends over a long period of time, as well as reflection and organizational skills. - Students will practice their creative and critical thinking skills as well as their collaborative skills throughout this section of the unit as well as the summative assessment. 					

UNIT TITLE	WORLD RELIGIONS						Duration	6 Weeks	
Subject(s)	Integrated humanities	Key Concept	Time, place and space	Related Concept(s)	Culture, Identity	Global Context	Personal and cultural expression	Global Context Exploration(s)	Belief systems
ATL Skills	I. Communication skills VIII. Critical thinking skills X. Transfer skills	Subject-group objectives	Ai. Aii.	Statement of Inquiry	Belief systems influence identity and culture across time, place, and space.				
Content	<ul style="list-style-type: none"> - Elements of mono/poly theistic religions - Basic beliefs of Abrahamic religions - Traditions and holidays associated with religious observance - Impacts of religion on cultural expression and vice-a-versa 			<ul style="list-style-type: none"> - Research - Responding to DBQ 					

UNIT TITLE	THE GOLDEN MIDDLE AGES						Duration	8 Weeks	
Subject(s)	Integrated humanities	Key Concept	Change	Related Concept(s)	Culture, Globalization.	Global Context	Scientific and technical innovation	Global Context Exploration(s)	Ingenuity and progress
ATL Skills	III. Organization skills VI. Information literacy skills	Subject-group objectives	Ai. Aii. Bi. Bii. Biii. Biv. Ci. Cii. Ciii. Di. Dii. Diii. Div.	Statement of Inquiry	Scientific and technical innovations powered by cultural exchange and globalization can change our understanding of the physical world.				
Content	<ul style="list-style-type: none"> - Europe after the fall of Rome - Britain with Norman Invasions - The rise of Islamic science - Collaboration and the importance of cultural exchange 			<ul style="list-style-type: none"> - Research and report writing 					

UNIT TITLE	UNKNOWN WORLDS: THE AGES OF EXPLORATION						Duration	8 Weeks		
Subject(s)	Integrated humanities	Key Concept	Global Interactions	Related Concept(s)	Power	Global Context	Globalization and sustainability	Global Context Exploration(s)	Commodities and commercialization	
ATL Skills	III. Organization skills VI. Information literacy VII. Media literacy skills	Subject-group objectives	Ai. Aii. Bi. Bii. Biii. Biv. Ci. Cii. Ciii. Dii. Diii. Div.	Statement of Inquiry	Access to resources and commodities motivates global interaction and alters power dynamics.					
Content	<ul style="list-style-type: none"> - Power Dynamics in intercontinental exploration - Early European reasons for exploration - God, Glory, Gold - Some of the early attempts to explore - famous explorers, famous routes - Viking and Chinese explorers - The role of disease in exploration - The space race - Continental exploration 									

UNIT TITLE	HEARTS OF DARKNESS: A UNIT ABOUT COLONIALISM						Duration	8 Weeks		
Subject(s)	Integrated humanities	Key Concept	Systems	Related Concept(s)	Causality (cause and consequence).	Global Context	Identities and relationships	Global Context Exploration(s)	Moral reasoning and ethical judgment, Independence	
ATL Skills	I. Communication skills VIII. Critical thinking skills IX. Creative thinking skills X. Transfer skills	Subject-group objectives	Ci. Cii. Di. Dii. Div.	Statement of Inquiry	Colonial systems have affected the development of cultures, communities, and identities across the globe.					
Content	<ul style="list-style-type: none"> - Industrial Revolution - Motivations for colonization - Impacts of colonization - Case studies in colonies to understand impacts on culture 									

Grade 8

UNIT TITLE	CARTOGRAPHY AND GEOGRAPHY						Duration	7 Weeks	
Subject(s)	Integrated humanities	Key Concept	Time, place and space	Related Concept(s)	Perspective	Global Context	Orientation in space and time	Global Context Exploration(s)	Civilizations and social histories, Boundaries, Exchange and interaction, Evolution
ATL Skills	II. Collaboration skills III. Organization skills	Subject-group objectives	Ai. Aii. Di. Dii. Diii. Div.	Statement of Inquiry	Cartographic perspective changes over time and is influenced by time period, culture, and world view.				
Content	Knowledge: <ul style="list-style-type: none"> - Key terms - geography - Map types: political; relief; historical; statistical - Latitude and longitude - Distance - Direction - Time Zones - Greater Circle Routes - Scale - metric and imperial measurements - 3D v 2D representations of the earth - Eratosthenes's calculation of the earth's circumference - Ancient Greek and Medieval maps 					Skills <ul style="list-style-type: none"> - Acquire a vocabulary of geography - Use metric and imperial scale - convert - Plot coordinates - Calculate distance on flat maps and globes - Find and measure Greater Circle Routes - Calculate time differences across time zones - Transfer a globe onto a flat plane - Calculate the circumference of the earth using Eratosthenes's method - Compare and contrast ancient/medieval map types - Empathise and write from the point of view of an ancient cartographer - "Break" the rules of standard geography 			

UNIT TITLE	THE FRENCH REVOLUTION						Duration	15 Weeks	
Subject(s)	Integrated humanities	Key Concept	Change	Related Concept(s)	Innovation and revolution	Global Context	Identities and relationships	Global Context Exploration(s)	
ATL Skills	I. Communication skills III. Organization skills	Subject-group objectives	Ai. Aii. Bi. Bii. Biii. Ci. Cii. Ciii. Di. Diii. Div.	Statement of Inquiry	Political revolutions are complex and their consequences often unforeseen.				
Content	Knowledge: - Key terms of the period - Ideas of four philosophes: Voltaire, Rousseau, Locke, Montesquieu - Causes of the French Revolution - The early Roman Republic (510-476 BC) - French social and political milieu of 1789 - Short and long-term causes of the revolution - The storming of the Bastille: myth v reality - Chronology of events 1776-1800 - Importance of individuals: Louis XVI, Marie Antoinette, Lafayette, Marat, Robespierre, etc. - The neo-classical art of Jacques Louis David - National symbols: flags and anthems - Legacy of the French Revolution			Skills: - Create a timeline of events - Identify connections between a variety of causes - Identify causes as being short/medium/and long-term - Identify a cause as enabling - Create a Venn diagram - Identify provenance, bias, perspective, and emotive language in primary sources - Compare and contrast two neo-classical works of art - Investigation: research and investigate a character from the French Revolution. In character, deliver a monologue to the class and take questions in character. Empathy - Create a working bibliography for the investigation - Reflect on work completed					

UNIT TITLE	THE INDUSTRIAL REVOLUTION							9 Weeks
Subject(s)	Integrated humanities	Key Concept	Systems	Related Concept(s)	Identity		Identities and relationships, Fairness and development	Competition and cooperation, Happiness and the good life, Transitions, Human nature and human dignity, Moral reasoning and ethical judgment, Motivation, Power and privilege, Imagining a hopeful future, Human capability and development, Social entrepreneurs, Democracy, Politics, Inequality, Peace and conflict management
ATL Skills	I. Communication skills	Subject-group objectives	Ai. Aii. Bi. Bii. Biii. Biv. Ci. Di. Diii. Div.	Statement of Inquiry	Changes in economic systems bring new opportunities but also social and ideological conflict.			
Content	Knowledge: - Key terms - Statistical data pertaining to the Industrial Revolution : pie charts, histograms, scatter diagrams - Demographics - Malthus - Reasons for the start of the Industrial Revolution in Britain - Inventions - Essential tenets of capitalism and communism - Marx and historical inevitability - Photography of Lewis Hine - Animal Farm and 20th century historical events (connection with English)			Skills: - Extrapolate from, and interpret, statistical data - Create pie and bar charts in Excel using data from the Industrial Revolution - Identify patterns in population statistics - Use demographic data to predict population trends - Provide solutions to population-related problems - Compare and contrast capitalism and communism - Critique a photograph in terms of technique, composition, intention - Create and deliver a mini-dialogue - Analysis of poetry related to the Industrial Revolution - Make connections between Animal Farm and the Industrial Revolution - Reflections on work completed				

UNIT TITLE	MEIJI JAPAN						Duration	5 Weeks	
Subject(s)	Integrated humanities	Key Concept	Change, Global Interactions	Related Concept(s)	Identity	Global Context	Identities and relationships, Scientific and technical innovation	Global Context Exploration(s)	Transitions, Identity formation, National identity, Adaptation, Ingenuity and progress, Opportunity, Modernization
ATL Skills	I. Communication skills	Subject-group objectives	Ai. Aii. Ci . Cii. Di. Diii. Div.	Statement of Inquiry	A country's identity is shaped by domestic and international forces.				
Content	<p>Knowledge:</p> <ul style="list-style-type: none"> - Key terms - Edo Period isolation and how it shaped Japan's identity and "world view" - Political situation in late Edo Japan - Arrival of Commodore Perry - Meiji policy: "Japanese spirit with Western technology" - The "Hidden Christians" - Sino-Japanese War of 1895 - Meiji primary source documents <p>Skills:</p> <ul style="list-style-type: none"> - Write a letter of diplomacy in the context of mid 19th century Japan. Write "between the lines" - Conduct local history at the Christian Relics Depository Centre in Ibaraki. Identify a range of Christian relics and artefacts and explain their purpose in the life of the "kakure kirishitan" community - Enhance literacy teaching by linking it to first hand experience in museums - Ask pertinent questions of an object or artwork - Analyse liberal and conservative perspectives in primary sources related to the period. Consider provenance, bias, agenda, use of emotive language. Explain different perspectives 								

Grade 9

UNIT TITLE	THE BALANCE OF POWER 1870 - 1920						Duration	12 Weeks	
Subject(s)	Integrated humanities	Key Concept	Change	Related Concept(s)	Power.	Global Context	Orientation in space and time	Global Context Exploration(s)	Civilizations and social histories, Turning points and “big history”, Peoples, Boundaries, Exchange and interaction
ATL Skills	II. Collaboration skills III. Organization skills	Subject-group objectives	Ai. Aii. Bi. Bii. Biii. Biv. Ci. Cii. Ciii. Dii. Diii. Div.	Statement of Inquiry	Shifts in the balance of power, both incremental and tectonic, bring changes to the world order.				
Content	1. The World in 1900 - political geography 2. Key terms for the unit 3. Rise of alliances in Europe 1870 - 1914 4. "The Eastern Question" - power vacuum in the Ottoman Empire 5. Propaganda 6. USA's involvement in the war 7. Wilsonian Internationalism v balance of power politics 8. Wilson's Fourteen Points 9. Role of significant individuals: Wilson, Lloyd George, Clemenceau, Orlando 10. Treaties of Versailles, Paris-St Germain, Sevres 11. Map comparisons, pre and post war: Europe; Middle East, Asia				1. Key terms - acquire a terminology for discussion of the period 2. Political Geography: the World in 1900 - understand the reach and extent of global imperial power in 1900 3. Create an historical timeline 1870-1920 - acquire a chronology 4. Identify and explain the reasons for the creation of alliances - create a concept map of causal relationships 5. Identify cause-effect relations leading to the Great War 6. Create a coherent narrative of events related to the Eastern Question - from seemingly unrelated events (group work) 7. Identify key strategic areas in the eastern Mediterranean to understand how geography influences geopolitics. 8. Propaganda: analyse a range and variety of propaganda related to the period 1870-1920 (but also some propaganda outside this period) in terms of provenance/target group/technique/justification, etc 9. Understand and apply the following in propaganda: bandwagoning, direct address, bias, half-truth, outright lie, ad hominem, ad nauseum, demonisation, special pleading, faulty reasoning, appeal to authority/testimonial, etc 10. Compare and contrast maps				

UNIT TITLE	US GOVERNMENT						Duration	8 Weeks	
Subject(s)	Integrated humanities	Key Concept	Communities, Systems	Related Concept(s)	Processes.	Global Context	Identities and relationships	Global Context Exploration(s)	Competition and cooperation, Happiness and the good life, Human nature and human dignity, Affiliation and leadership, Attitudes
ATL Skills	I. Communication skills- III. Organization skills	Subject-group objectives	Ai. Aii. Bi. Bii. Biii. Biv. Ci. Cii. Ciii. Di. Dii. Div.	Statement of Inquiry	Systems and processes of government inform domestic and foreign policy and attempt to balance individual rights and the "common good"				
Content	Knowledge - Key Terms: vocabulary of government - The Constitutional Convention of 1787 - Virginia/New Jersey/Connecticut plans - US Constitution: legislative, executive, judicial branches - Federalism - Legislative process - Mid-term and congressional elections - President as Commander-in-Chief - "Declaring" v "Making war" - US war in Iraq 2003 - Read a biography of a president - Impeachment - Landmark cases of the Supreme Court - Checks and balances of government			Skills: - Extrapolate from diagrams, charts, and maps showing a range of political data: quantify, make predictions, identify trends and anomalies, explain voting patterns, etc - In groups, create a diagram indicating how the three branches of government work together - Write an expository essay on the process of how a bill becomes law - Read a president's biography and identify a domestic and foreign affair. Investigate the affair and present in character before peers as the president evaluating the president's role in handling the affair - Role play the part of counsel in a Supreme Court debate - Locate and identify relevant information from the US Constitution					

UNIT TITLE	THE ROARING 20's AND THE GREAT DEPRESSION						Duration	5 Weeks		
Subject(s)	Integrated humanities	Key Concept	Global Interactions, Systems	Related Concept(s)	Interdependence	Global Context	Globalization and sustainability, Fairness and development	Global Context Exploration(s)	Imagining a hopeful future, Human capability and development, Politics, Inequality, Civic responsibility and the public sphere	
ATL Skills	I. Communication skills VIII. Critical thinking skills IX. Creative thinking skills X. Transfer skills	Subject-group objectives	Ai. Aii. Ci. Ciii. Dii. Div.	Statement of Inquiry	Global economic interdependence brings both opportunities and potential challenges.					
Content	Knowledge: - Key terms for the unit - Reasons for the boom and bust - The use of credit - Production lines - Stock Market Crash 1929 - how a stock market works - Roosevelt's New Deal - laissez-faire v interventionist economics (Hoover v FDR) - Protectionism v free markets - Letters to Mrs Roosevelt - Photographs and music from the Great Depression - Excerpts from Grapes of Wrath - International impact - Crisis in Manchuria 1931			Skills: - Use linear and lateral thinking to understand causes and effect relationships - Write a first person empathetic piece - Analyse unemployment and economic data for the period 1920 - 1941 - Critique photographs from the period - Analyse satirical cartoons from the period - Debate the relative merits of laissez-faire v interventionist economics - Identify main and enabling causes - Make the connection between domestic and international affairs						

Grade 10

UNIT TITLE	WAR! WHAT IS IT GOOD FOR? WWI & II IN REVIEW						Duration	8 Weeks	
Subject(s)	Integrated humanities	Key Concept	Time, place and space	Related Concept(s)	Causality (cause and consequence), Equity, Innovation and revolution, Power, Perspective, Resources	Global Context	Orientation in space and time	Global Context Exploration(s)	Epochs, Eras, Turning points and “big history”
ATL Skills	I. Communication skills II. Collaboration skills III. Organization skills: IV. Affective skills V. Reflection skills VI. Information literacy skills VII. Media literacy skills VIII. Critical thinking skills IX. Creative thinking skills X. Transfer skills	Subject-group objectives	Ai. Aii. Biii. Biv. Ci. Cii. Ciii. Di. Dii. Diii. Div.	Statement of Inquiry	Many causes, practices and effects of twentieth century wars can help us understand our current world.				
Content	<ul style="list-style-type: none"> - Knowledge of the causes, practices and effects of WWI and WWII. - Analysis skills (i.e. O.P.V.L., evaluation and synthesis of ideas). 								

UNIT TITLE	"MAN" MADE STRUCTURES - AIMS, DEVELOPMENT AND STRUCTURE OF THE UN						Duration	3 Weeks	
Subject(s)	Integrated humanities	Key Concept	Systems	Related Concept(s)	Equity, Power, Processes	Global Context	Fairness and development	Global Context Exploration(s)	Justice, Peace and conflict management
ATL Skills	I. Communication skills II. Collaboration skills III. Organization skills IV. Affective skills V. Reflection skills VI. Information literacy VII. Media literacy skills VIII. Critical thinking skills IX. Creative thinking skills X. Transfer skills	Subject-group objectives	Ai. Aii. Biii. Biv. Ci. Cii. Ciii. Di. Dii. Diii. Div.	Statement of Inquiry	The aims, structure and development of the UN provide the basis for international diplomacy and peace.				
Content	- Aims, structure and development of the UN			Skills - selective research, critical reading, analytical, evaluative and applying the O.P.V.L. criteria to sources.					

INTERDISCIPLINARY UNIT

UNIT TITLE	IDENTITY IDU						Duration	34 Weeks	
Subject(s)	Music, Integrated Humanities (I&S)	Key Concept	Identity	Related Concept(s)	Arts - Narrative I&S - Perspective	Global Context	Personal and cultural expression	Global Context Exploration(s)	Social constructions of reality
ATL Skills	IX. Creative thinking skills	Interdisciplinary objectives	Ai. Aii. Bi. Bii. Ci. Cii.	Subject-group objectives - I&S Ciii. Di. Dii. Diii. Div.	Subject-group objectives - I&S Ciii. Di. Dii. Diii. Div. Subject-group objectives - I&S	Subject-group objectives - Music	Ai. Aii. Bi. Bii. Ci. Di. Dii.		
Statement of Inquiry	Reciprocity: identity and experience informs and shapes our narrative/s and narrative/s inform our identity and experiences.								
Content	I&S Content: - define identity and narrative - family tree and name unpacking - discuss how a zine provides insight into identity				Music Content and Skills: - song Forms (AB, AABA, ABC) - analysis of lyrical and musical elements in various songs - discuss and examine structure of various songs used for societal change Students will be able to: - identify three popular song forms through aural analysis - analyze lyrics for their societal context and structure - compose lyrics in a popular song form - create music using loops, MIDI generated material, and recorded material to accompany the lyrics - create a short zine to introduce their societal context, lyrics and song to others				

UNIT TITLE	MODEL OF THE UNITED NATIONS						Duration	6 Weeks	
Subject(s)	Integrated humanities	Key Concept	Global Interactions	Related Concept(s)	Causality (cause and consequence), Equity, Globalization, Identity, Perspective, Power, Resources.	Global Context	Fairness and development	Global Context Exploration(s)	Justice, Peace and conflict management
ATL Skills	I. Communication skills	Subject-group objectives	Ai. Aii. Biii. Biv. Ci. Cii. Ciii. Di. Dii. Diii. Div.	Statement of Inquiry	Active participation in the Model of the United Nations allows us to explore a system for peace and empathize with those that suffer system failures.				
Content	<p>Skills:</p> <ul style="list-style-type: none"> - Technical understanding of key terminology. - Analytical understanding of key documents and country line re: Voting after debate re: Resolution. - Decision making regarding Country Presentation inclusion of material. - Investigative re: researching regional topics and country position speeches. <p>Content:</p> <ul style="list-style-type: none"> - How does the UN work for each member country? - What do I need to know about my country? - What key documents do I need to familiarize myself with? - What are the main GA and writing procedures/rules necessary to be successful at the Marist MUN. 								

UNIT TITLE	THE "MIDDLE EAST"						Duration	5 Weeks	
Subject(s)	Integrated humanities	Key Concept	Change	Related Concept(s)	Culture, Equity, Identity, Perspective, Power, Resource	Global Context	Fairness and development	Global Context Exploration(s)	Power and privilege, Imagining a hopeful future, Democracy, Politics, Government and civil society, Inequality, Difference and inclusion, Justice, Peace and conflict management, Authority, Security and freedom
ATL Skills	Research. Thinking	Subject-group objectives	Ai. Aii. Bi. Bii. Biii. Biv. Ci. Cii. Ciii. Di. Dii. Diii.	Statement of Inquiry	"Change" "Perspective" "Fairness and Development" are integral conceptual bases for exploring the problems of injustice and power inequality in "The Middle East".				
Content	<p>Content / Knowledge:</p> <ul style="list-style-type: none"> - Where is the Middle East and why is the area geographically significant? - What countries are significant power players in the region and why? - Who are the key identities and what are their current and past roles? - What key events have occurred in this region since the UN began? <p>Skills:</p> <ul style="list-style-type: none"> - Technical understanding of key Middle Eastern terminology. - Analytical understanding socio- economic & geo- political implications particular to the region. - Decision making regarding countries' political choices within the Middle Eastern region. - Investigative re: researching current political developments within the Middle East and its global impact. 								

UNIT TITLE	COLD WAR / HOT PEACE						Duration	4 Weeks	
Subject(s)	Integrated humanities	Key Concept	Culture, Logic	Related Concept(s)	Causality (cause and consequence), Choice, Culture, Equity, Globalization, Identity, Innovation and revolution, Perspective, Power, Resources	Global Context	Globalization and sustainability	Global Context Exploration(s)	Population and demography, Markets, Commodities and commercialization, Commonality, Diversity and interconnection, Consumption, Conservation, Scarcity, Natural resources and public goods
ATL Skills	I. Communication skills	Subject-group objectives	Ai. Aii. Bi. Bii. Biii. Biv. Ci. Cii. Ciii. Di. Dii. Diii. Div.	Statement of Inquiry	The Cold War has major ideological, political, economic, social, cultural, historic, and geographic implications for the world today (war in Ukraine) and between 1945-1991.				
Content	<p>Central Idea - Content:</p> <ul style="list-style-type: none"> - Where were the Cold War theatres of war? - What countries were significant power players in the Cold War? - Who are the key Cold War identities and what was their role? - What key events occurred during the Cold War? <p>Skills:</p> <ul style="list-style-type: none"> - Technical understanding of key terminology - Analytical understanding socio- economic & geo-political implications - Decision making regarding the value of documents from the period - Investigative - researching the effects of the Cold War 								

UNIT TITLE	CURRENT INTERNATIONAL RELATIONS JAPAN - ASIA - THE WORLD!						Duration	4 Weeks	
Subject(s)	Integrated humanities	Key Concept	Global Interactions	Related Concept(s)	Culture, Equity, Globalization, Identity, Perspective, Resources, Power.	Global Context	Identities and relationships, Fairness and development	Global Context Exploration(s)	Power and privilege, Imagining a hopeful future, Human capability and development, Social entrepreneurs, Democracy, Politics, Government and civil society, Inequality, Difference and inclusion, Justice, Peace and conflict management, Authority, Security and freedom
ATL Skills	I. Communication skills II. Collaboration skills IV. Affective skills V. Reflection skills	Subject-group objectives	Ai. Aii. Bi. Bii. Biii. Biv. Ci. Cii. Ciii. Di. Dii. Diii. Div.	Statement of Inquiry	"Nations form alliances to protect their military, cultural and economic interests." p.20 pre-publication Individuals and Societies guide.				
Content	<p>Factual - Our human world is based on alliances "friendships" in relation to politics, economics and geographical proximity.</p> <p>Conceptual - understanding key concepts like "perspective" "change" and different countries "narratives" will allow students to access the statement of inquiry.</p> <p>Procedural - being able to research and adopt sound critical analysis skills in relation to research perspectives will develop our knowledge to access the statement of inquiry.</p>				<p>- The knowledge and understanding students will need is a current understanding of the controversial issues (politically, culturally, economically) that face Japanese society domestically, with its Asian neighbours in the global context. The main skills required to respond to the unit inquiry questions include: discerning electronic research skills, ability to construct a precise research question, skim and in-depth reading skills, concise note-taking skills, and the I.T.C. skills to be able to construct a logical and comprehensive folio, presentation, etc. (can show knowledge and understanding in whatever mode they choose) via google drive.</p>				