MYP Year 3

Individuals & Societies

Luke Thompson
Room 310
luke.thompson@lejardinacademy.org
(808) 261-0707 x 3050

MYP Individuals and Societies incorporates a dynamic blend of disciplines in the humanities and social sciences to provide students with opportunities to explore and learn how to interpret “the human story.” Research and analysis are an essential aspect of this subject group and over the course of the year, students will collect, describe and analyze data, including original source material, in order to interpret and compare the cultures, attitudes and beliefs that are a part of the past and present human experience.

In MYP 3, students will explore the cultural collision that led to the formation of the United States of America. They will then consider the nature of democracy as this young nation wrestled with the challenges of forging a new nation. During the second half of the year, students will use their understanding of various political formations to examine multiple forms of government that arose during the twentieth century. Such topics will include the rise of Soviet communism and the failed democracy of the German Weimar Republic during the inter-war period.

2014 – 2015 Scope and Sequence: August-June
All Unit Dates are projected and may be subject to change.

Unit 1: Cultures Collide

Key Concept: Global Interaction
Related Concepts: Culture, Conflict
Global context: Orientation in Space and Time (exchange and interaction)
Inquiry statement: The nature of the interactions between societies is determined to a significant degree of those societies themselves.
Inquiry questions:
Factual: What were the cultural and developmental conditions in Europe and the Americas?
Who were the significant explorers of the Americas?
Conceptual: What is the relationship between exploration and conflict?
How does culture influence communication?
Debatable: Is exploration possible without conflict?
Can a single person change the course of human history?

Content
- Know: Culture and social structure of societies of Europe and the Americas; motivating factors driving exploration; and major events resulting from interaction between Europeans and native peoples of the Americas.
- Understand: The historical context within which European and early American societies and their peoples engaged as well as their respective characteristics are substantial contributing factors in determining the nature of the interaction.
- Do: Demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations, and examples; formulate and follow an action plan to investigate a research question; communicate information and ideas in a way that is appropriate for the audience and purpose; and recognize different perspectives and explain their implications.

Summative Assessment Task(s)
- Cultures Collide Content Test (Criterion A)
- Discussion: How Should History be Remembered (Criterion C): Socratic Seminar and Debate
- Rewrite History (Criterion D): Compose a chapter of a textbook explaining the European exploration of the Americas
Unit 2: Social Origins and Elements of Democracy

October - December

Key Concept: Systems
Related Concepts: Governance, Innovation, Revolution

Global Context: Fairness and Development

Inquiry Statement: The provision of economic, social, and civic stability and safety are requisites to a stable democracy.

Inquiry Questions:
Factual: What were the significant events leading up to the American Revolution?
What are the duties of the Legislative, Executive, and Judicial branches of government?
Conceptual: How were the Articles of Confederation determinative of the structure and function of government?
How do the three branches of government achieve a balance of power?
Debatable: What are the most significant Landmark Supreme Court cases in American history that have shaped the American landscape?

Content
- Know: Origins of American democracy through the thought of Enlightenment philosophers, and social unrest in the English colonies along with the major events leading up to and following ratification of the United States Constitution; and the structure of government at federal and state levels by examining the roles each branch of government play in creating a balance of power among them.
- Understand: The intended goals, obstacles, and outcomes of American democracy and the elements necessary to sustain a democracy.
- Do: Demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations, and examples; formulate and follow an action plan to investigate a research question; communicate information and ideas in a way that is appropriate for the audience and purpose; and recognize different perspectives and explain their implications.

Summative Assessment Task(s)
- Branches of Government Test (Criterion A)
- Create a Bill: Legislative Simulation (Criteria B, C)
- Landmark Supreme Court Case Research Project (Criteria C, D)

Unit 3: Conflict and Routes to Modern Governments

January - March

Key Concept: Change
Related Concepts: Causality, Conflict

Global Context: Identities and Relationships (Competition and cooperation; teams, affiliation and leadership)

Inquiry Statement: Cultural, economic, and political factors form the paths to modern nation states.

Inquiry Questions:
Factual: What were the regional differences between North and South that lead to conflict?
What were the major reasons why the nation was unable to avoid Civil War? What were the aims of Reconstruction?
Conceptual: To what extent was the Civil War America’s second revolution? In what ways did Reconstruction succeed and fail?
Debatable: What impact did the American Civil War have on altering the course of America’s future?

Content
- Know: Existing geographic, social and economic conditions of Northern and Southern states, issues of political tensions of a growing nation, and causality of Civil War.
- Understand: Obstacles to democratic compromise that lead to Civil War.
- Do: Demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations, and examples; formulate and follow an action plan to investigate a research question; communicate information and ideas in a way that is appropriate for the audience and purpose; recognize different perspectives and explain their implications.

Summative Assessment Tasks
- Civil War Test (Crit. A, D)
Unit 4: The Global Challenge of Fascism and Totalitarianism

Key Concept: Time, Place, and Space
Related Concepts: Perspective, Ideology
Global Context: Globalization and Sustainability (Commonality, diversity and interconnection)
Inquiry Statement: The developmental positions of individual nations influence the nature and course of interaction and progress.

Inquiry Questions:
Factual: What was the impact of World War I and the Treaty of Versailles on the European theater? Why did the United States resist being involved in World War II?
Conceptual: How did the issues of the European interwar years create the conflict leading to World War II? How was World War II a total war?
Debatable: What problems did World War II resolve and what international challenges did it create?

Content
- **Know:** Precipitating factors leading to WW I, impact of the Treaty of Versailles, Failure of the Weimar Republic, political developments of Germany and Russia, major events and turning points of WW II, and political landscape post-WW II.
- **Understand:** Conflicting ideologies of democracy; fascism and communism; role of government and impact on the human condition; rights within each ideology and political structure.
- **Do:** Demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations, and examples; formulate and follow an action plan to investigate a research question; communicate information and ideas in a way that is appropriate for the audience and purpose; and recognize different perspectives and explain their implications.

Summative Assessment Tasks
- Weimar Republic Test (Crit. A, D)
- Nuremberg Trials Socratic Seminar and Reflection (Crit. B, C)
- *Animal Farm* Essay (Crit. C, D)

Individuals & Societies Grading Criteria

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<tr>
<th>Achievement Levels</th>
<th>A. Knowing and Understanding</th>
<th>0-8</th>
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<tr>
<td>B. Inquiry</td>
<td>0-8</td>
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<td>C. Communication</td>
<td>0-8</td>
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<tr>
<td>D. Thinking Critically</td>
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Please refer to the MYP Parent Assessment Handbook for more information on MYP grading. You are also welcome to contact me, Vicki McNeill (HS Principal), Damian Rentoule (MS Principal), or Diane Smith (MYP Coordinator) with any questions about the MYP grading philosophy and practices.

Office hours in room 310:
Students are encouraged to use study hall or lunch recess to receive extra learning support. In addition, afterschool meetings can be arranged dependent upon scheduled faculty meetings.