

Grade Level	Unit # 2	
	Title/Theme: What does it mean to be global citizens?	
	Standards 1: (Time, Continuity , and Change)1.2c Standard 2 (Connections and Conflict) 2.5c Standard 3 (Culture)4.2b, 4.2c Standard 5 (Society and Identity)5.5d Standard 8 (Science, Technology, and Society)	
	Content: The students will know some of issues facing the world today. The students will learn how different human actions. The students will learn what are the role of international organizations in tackling global issues. The students will learn what are some of the consequences and solutions to the plastic pollution, what are the Human Achievements	
	# of weeks: 18	
	Key Concept(s): Global interactions	
	Related Concept(s): Power, choice	
Global Context: Globalization and Sustainability		

Grade 6	Statement of Inquiry: Global problems are a reality but individuals have the power and choice to make a	
	MYP Objectives : A Knowing and understanding (i,ii) B Investigating (i,ii,iii,iv) C Communicating (i,ii) D Thi	
	ATL Skills: Creative thinking skills (applying existing knowledge, create o thinking skills (interpreting data), Communication skills (use variety of speaking techniques, Information l connections,present information)	
	Assessment Task with criteria: Criteria C (i.ii.iii.) D (i,ii,iii,iv) Create a presentation on an issue facing your local community. Think about some issues facing your local or related to people. The presentation should clearly identify what the issue is. Assessment Task with criteria: Criteria A (i,ii); Criteria B (i,ii,iii,iv) Students create a written proposal problem.	
	Unit # 1	Unit # 2

	<p>Title/Theme: How do humans and their environment interact?</p>	<p>Title/Theme: How can energy be produced</p>
	<p>Standards: Change: 1.8a; 1.8g, Geography: 3.8a; 3.8b; 3.8e; 3.8h, Culture: 4.8a</p>	<p>Standards: Connections and Conflict: 2.8a; 2.8b, Distribution, and Consumption: 7.8.c, 7.8f</p>
	<p>Content: How humans have affected their environment causing pollution and other environmental issues which have led to many disasterous effects. Students will create some measures on how to save their environment.</p>	<p>Content: Students explore the uses of different ways to produce energy. They will gain an understanding of natural resources and human/economic resources. Students explore the arguments for and against different</p>
	<p># of weeks: 9</p>	<p># of weeks: 9</p>
	<p>Key Concept(s): Change</p>	<p>Key Concept(s): Time, place, and space</p>
	<p>Related Concept(s): Causality, Identity.</p>	<p>Related Concept(s): Resources</p>
	<p>Global Context: Globalization and Sustainability</p>	<p>Global Context: Scientific and technical innovation</p>

Grade 7	<p>Statement of Inquiry: Inhabitants could experience a fair change if they manage their resources sustainably.</p>	<p>Statement of Inquiry: Humans use resource and use innovative methods to be sustainabl</p>
	<p>MYP Objectives: A- Knowing and Understanding: (i,ii) D- Thinking Critically (i , ii , iii, iv)</p>	<p>MYP Objectives: Ai, Aii, Di, Dii, Diii, DiV</p>
	<p>ATL Skills: Research (Information Literacy skills) 1. Make connections betweenvaroius sources of information 2. Access information to be informed and inform others; Self Management: (Organizational skills) 2. create plans to prepare for summative assessments; Affective skills 1. Mindfulness awareness (a. practice focus and concentration b. Practice strategies to develop mental focus c. Practice strategies to overcome distrctions d. Practice being aware of the body-mind connections</p>	<p>ATL Skills: Self-management (Organization) realistic, (Affective) 4. Self-motivation a. Prac for failure b. Practice managing sel-talk c. Pra (Information Literacy)7. Collect and analyze c informed decisions</p>

	<p>Assessment Task with criteria: Criteria A (i,ii) ; Criteria D (i,ii,iii,iv) Students will sit a brief exam that contains two questions pertaining to human interaction with the environment. Performance task: Create a brochure to convince people about the condition of the Great Lakes.</p>	<p>Assessment Task with criteria: Cri Understanding: (i,ii) Students they will explain the impact of sustainable m</p>
	<p>Unit # 1</p>	<p>Unit # 2</p>
	<p>Title/Theme: How do population issues impact human living conditions?</p> <p>Standards: Time, Continuity, Change: 1.8a, Geography 3.8.c</p> <p>Content: Examples of urbanization, factors in the growth of cities over time, the connection between rural decline and urban migration, characteristics of a city at two points in time, factors/patterns of urban growth around the world</p> <p># of weeks: 9</p> <p>Key Concept(s): Time, Place, and Space</p>	<p>Title/Theme: Where are all the people?</p> <p>Standards: 1- Time, Continuity and Change.</p> <p>Content: Causes and consequences of demo government intervention in response to char</p> <p># of weeks: 9</p> <p>Key Concept(s): Change</p>

Grade 8	Related Concept(s) : Causality, Equity	Related Concept(s) : Equity
	Global Context : Fairness and Development	Global Context : Globalization and Sustainable Development
	Statement of Inquiry : Fairness and development may establish more equity and better city conditions for inhabitants.	Statement of Inquiry : The population of human societies is the result of a variety of processes, and sustainable development is necessary for the well-being of those societies.
	MYP Objectives: B – Investigating (i , ii , iii , iv) A- Knowing and understanding (i , ii)	MYP Objectives: Criteria A (i,ii) B- Investigating (i , ii , iii , iv)

	<p>ATL Skills: - Communication skill: Share ideas with multiple audiences using a variety of digital environments and media</p> <ul style="list-style-type: none"> - Critical thinking skill: Consider ideas from multiple perspectives - Transfer skills Combine knowledge, understanding and skills to create products or solutions 	<ul style="list-style-type: none"> - Creative thinking skills: Create novel solutions to authentic problems - Critical Thinking skills: Gather and organize relevant information to - Research skills: Collect and analyse data to identify solutions
	<p>Assessment Task with criteria: Criteria A (i, ii), B (i, ii, iii, iv): Students will create their "model city" in which inhabitants experience better living conditions and more social equity. Criteria A (i, ii): Written Exam</p>	<p>Assessment Task with criteria: Criteria A (i,ii) , B (i, ii, iii ,iv) : Students will write an article in which they h changes and their effects on societies. They v to reduce negative impacts.</p>
	<p>Unit # 1</p>	<p>Unit # 2</p>
	<p>Title/Theme: How does globalization impact the economy?</p> <p>Standards: 2.8.a; 2.12.d; 3.12.g, 4.8.c; 7.12.c</p>	<p>Title/Theme: How does micro economy ber</p> <p>Standards: 2.8,a:2.8c:2.12d;3.12g;4.8c;7.12</p>

Grade 9	<p>Content: The processes of globalization and its impact on trade flows. Also students will know how the balance of power affect economic interdependence.</p>	<p>Content: The major causes push people to ir microfinace affected people living conditions in.</p>
	<p># of weeks: 9</p>	<p># of weeks: 9</p>
	<p>Key Concept(s): Global Interactions</p>	<p>Key Concept(s): Systems</p>
	<p>Related Concept(s): Globalization, and Resources</p>	<p>Related Concept(s): Equity</p>
	<p>Global Context: Globalization and Sustainability</p>	<p>Global Context: fairness and development</p>
	<p>Statement of Inquiry: Globalization requires cooperation and management of resources if it is to be sustained.</p>	<p>Statement of Inquiry: Fair and equal system poverty and build more developed economic</p>
	<p>MYP Objectives: D- Thinking Critically (i , ii , iii, iv) A- Knowing and understanding (i , ii)</p>	<p>MYP Objectives: D- Thinking Critically (i , ii , iii, iv) A- Knowing and understanding Criteria A (i,ii</p>

	<p>ATL Skills: Research: (Information Literacy) collect , record and verify data, access information to be informed others (Media Literacy) Seek a range of perspectives from multiple and varied sources Thinking : (Critical Thinking) Gather and organize relevant information to formulate and argument</p>	<p>ATL Skills: Communication skills Use appropriate purposes and audience; Read critically and for Management: (organizational skills)set goals Reflection skills Develop new skills, techniques learning</p>
	<p>Assessment Task with criteria: Criteria A (i,ii) ; Criteria D (i,ii,iii,iv) Performance task: Students will write an opinion essay in which they will compare and contrast the bright and dark sides of globalization and come up with a decision. Summative Task: Analyze a case study on an MNC (IKEA)</p>	<p>Assessment Task with criteria: Criteria D (i,ii,iii,iv), Criteria A (i,ii) Performance task: Writing a letter to a client her loan application was not granted and pro Summative task: Students answer questions finance issues.</p>
	<p>unit # 1</p>	<p>unit # 2</p>

Title/Theme: Did the Muslim heritage shape our world?	Title/Theme: How does industrialization and technological advancement impact the daily life of individuals?
Standards: Standard 1: (Time, Continuity, and Change) 1.12.d Standard 2 (Connections and Conflict)	Standards: Standard 8 (Science, Technology and Society) 8.12b;8.12c; 8.12d; 8.12i
Content: Content: Dark ages in in europe and islamic contributions knowledge and inventions.	Content: Factors that led to industrialization and technological developments. Impact of environmental, political, social and economic factors. The relationship between innovation and revolution. Issues related to child labor historically and contemporarily.
# of weeks: 7	# of weeks: 5
Key Concept(s): Time, place and space	Key Concept(s); Change
Related Concept(s): Significance & Perspective	Related Concepts(S): Identity
Global Context:Orientation in space and time. Global Exploration: Eras	Global Context : Scientific and Technical Innovation / Global Exploration: Industrialization and

Grade 10	Statement of Inquiry: The significance of scholars excelling intellectually, culturally and scientifically is dependent on their time and place.	Statement of Inquiry: Industrialization and innovation may revolutionize and change human identity
	MYP Objectives: Criterion A: Knowing and Understanding i & ii Criterion C: Communication - i, ii, iii	MYP Objectives: Criterion B: Investigating i, ii, iii, iv Criterion C: Communicating i,ii, iii
	ATL: Skills:Communication Skills - use appropriate forms of writing...audiences; make inferences and draw conclusions Research Skills - present information in a variety...platforms	ATL Skills: Transfer Skills - make connections between subject groups and disciplines ATL Skills Thinking - propose and evaluate a variety of solutions; identify obstacles and challenges

Assessment Task Criteria A; Knowing and understanding - i, ii: Criteria C: communication - Performance task - Dialogue about the Information chart that compares and contrast the golden age and dark ages. Summative task: Source based questions

Assessment Task - Assessment Criteria B: Investigating - i, ii, iii,iv Criteria C: Communicating i, ii, iii : Students will investigate developments in the industrial world. The end product will be for students to create an exhibition or case study of an industrialization project and how it affected the lives and working conditions of individuals in the project. Summative task: A presentation about the procedure to formulate and investigate a reserach question.

**MYP Integrated Humanities Subject Overview/Verti
Academic Year 2019-2020**

Integrated Humanities (English)

	Unit # 1	
	Title/Theme: What factors contribute to fairness and development of societies?	
Geography)3.2f Standard 4)8.5c,8.8d	Standards: Society and Identity 5.2a, 5.2c,5.5b,5.5d,5.2a; Time, continuity, and Change 1.12a; 1.5b,1.2b,c, 1 ; Geography 3.12e, 3.12f	
erent environments been damaged al issues. The students will know ents?	Content: The students will study the things that we need. The students will understand what poverty is. The stud and how we measure it. The students will know the factors that influence the development of a country. The stu connection between health and wealth. The students will find out how resources can help reduce extreme pover "aid".	
	# of weeks: 18	
	Key Concept(s): Global Interactions	
	Related Concept(s): Resources and Equality	
	Global Context: Fairness and Development	

<p>positive difference.</p>	<p>Statement of Inquiry: Access to resources and equality of opportunities can help societies to develop to become global interactions.</p>
<p>inking Critically i,ii iii, iv</p>	<p>MYP Objectives: A Knowing and understanding (i,ii) B Investigating (i,ii,iii,iv) C Communicating (i,ii) D Thinking Cr</p>
<p>original works and ideas), Critical literacy skills(making</p>	<p>ATL Skills: Communication skills(use variety of speaking techniques); Creative -thinking (use variety of speaking techniques); Critical-thinking skills(gather and organize relevant information, propose and evaluate a variety of perspectives), information literacy skills(access information,making connections between various sources)</p>
<p>area, they could be environmental to solve local environmental</p>	<p>Assessment Task with criteria: Criteria A (i,ii); Criteria B (i.ii.iii.iv, international agency that specializes in development. Your organization should provide recommendations to countries and development problems. Assessment Task with criteria: Criteria C (i.ii.iii.) D (i,ii,iii,iv) Students create a plan how to solve issues with poverty and development.</p>
	<p>Unit # 3 Unit # 4</p>

more sustainably?	Title/Theme: How does extraction, production and consumption impact natural resources and their security?	Title/Theme: Climate Change (IDU with Science)
1.8c, Geography: 3.8.d, Production,	Standards: Time, Geography, (Production, Distribution, and Consumption), (Science, Technology, and Society)	Standards: Time, Continuity, and Change: 1.8a;
ent resources in the world to ding of the difference between ources. Case studies will be used to ent sources of energy production.	Content: Students will know about the patterns of human consumption to their resources and to what extent they manage them sustainably. Students will also know about the extraction of resources in relation with consumption.	Content: The climate effects on human activities cope with them.
	# of weeks: 9	# of weeks: 9
	Key Concept(s): Systems	Key Concept(s): Change (IDU with Science)
	Related Concept(s): Processes, Resources	Related Concept(s): Culture, globalization
vation	Global Context: Scientific and Technical innovation	Global Context: Globalization and sustainability

<p>s in different ways around the world, le.</p>	<p>Statement of Inquiry: Scientific and technical innovations can lead to fair management of human production and consumption through clear processes and systems.</p>	<p>Statement of Inquiry: The change in the climate environmental conditions which need global and</p>
	<p>MYP Objectives: B – Investigating (i , ii ,iii, iv) C- Communicating (i , ii ,iii)</p>	<p>MYP Objectives: IDU Criterion (A-D, All Strands) Criterion C: Communicating (Ci,ii,iii)</p>
<p>4. set goals that are challenging and practice analyzing and attributing causes practice positive thinking, Research data to identify solutions and make</p>	<p>ATL Skills: Self-management(Organization) 10. Select and use technology productively , Research(Information Literacy) 8. Process data and report results, Thinking(Critical Thinking) 1.Practice observing carefully in order to,recognize problem, (Creative Thinking) 2. consider multiple alternatives , including those that might be unlikely or possible</p>	<p>ATL Skills: Communication -Negotiate ideas and knowledge with peers and t -Use a variety of speaking techniques to commur -Organize and depict information logically. Research -Collect and analyze data to identify solutions an Thinking (Critical thinking) -Evaluate evidence and arguments. -Gather and organize relevant information to forr</p>

<p>Criteria D (i,ii,iii,iv) A- Knowing and will prepare a Tedx talk in which anagement on human resources.</p>	<p>Assessment Task with criteria: Criteria B (i,ii,iii,iv) ; Criteria C (i,ii,iii) Students will create a documentary in which they will explain and evaluate human management and consumption of resources.</p>	<p>Assessment Task with criteria: (IH)Students will they will communicate with targeted audience al make to cope with climate effects.to help Identif and diverse human adaptations to climate chang (IDU)Students will do a debate in which they will theory of global warming. Interdisciplinary criteri A- Disciplinary grounding B- Synthesizing C-Communication D-Reflecting</p>
	<p>Unit # 3</p>	<p>unit # 4</p>
	<p>Title/Theme: Peace and Conflict</p>	<p>Title/Theme: Resources and Power</p>
<p>2- Society and Identity</p>	<p>Standards : 1- Time , Continuity and change. 2- Connections and</p>	<p>Standards: 1.8.a, 1.8.c, 2.8.a, 3.8.d, 3.8.g, 4.8.b, 7.8.g</p>
<p>ographic changes over time, nging demographics</p>	<p>Content: Students will know about the major causes of conflicts and thier effects on humanity. They will also know about the major factors to establish peace between nations. Students will study some specific cases to support their understanding of the topic.</p>	<p>Content: How power determines resource owne the distrribution of resources between people ar Protests lead to political change, Life for blacks is improving with regards to job o</p>
	<p># of weeks: 9</p>	<p># of weeks: 9</p>
	<p>Key Concept(s): Time, Place, and Space</p>	<p>Key Concept(s): Global Interactions</p>

	Related Concept(s): Resources, Power, Equity	Related Concept(s): Power, resources
ility	Global Context: Fairness and development	Global Context: Orientation in Time and space
Human societies change due to a moment can help promote more equity	Statement of Inquiry: Conflict can be avoided when resources and power are shared equally among society.	Statement of Inquiry: Global human interaction through time and space.
	MYP Objectives: D- Thinking Critically (i , ii , iii, iv) C- Communicating (i , ii ,iii)	MYP Objectives: C- Communicating (i , ii ,iii) D- Thinking Critically (i , ii , iii, iv)

<p>s</p> <p>formulate an argument</p> <p>and make informed decisions</p>	<ul style="list-style-type: none"> - Collaboration skills: Exercise leadership and take on a variety of roles within groups - Media literacy skills: Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) - Critical thinking skills: Evaluate evidence and arguments 	<ul style="list-style-type: none"> - Collaboration skills: Manage and resolve conflict, and work collabora - Communication skills: Use a variety of speaking techniques to commun Organize and depict information logically
<p>highlight the major population</p> <p>will suggest solutions and measures</p>	<p>Assessment Task with criteria: Criteria C (i, ii, iii), D (i, ii, iii, iv): Debate in which students will argue debatable statements about peace and conflict. Criteria D (i, ii, iii, iv): Written Exam</p>	<p>Assessment Task with criteria: Criteria C (i, ii, iii) ;D- Thinking Critically (i , ii , iii, Role Play in which students will explain their argu power and resource ownership.</p>
	<p>Unit # 3</p>	<p>Unit # 4</p>
<p>benefit individuals and nations?</p>	<p>Title/Theme: How do new nation states work for success?</p>	<p>Title/Theme: How do superpowers and supranational individuals and nations?</p>
<p>c</p>	<p>Standards: 1.12d;2.12abcdei;3.12cf;4.12b;5.12a;6.12d</p>	<p>Standards: 1.12d;2.12abcdei;3.12cf;4.12b;5.12a</p>

<p>integrate in microfinance. How s. what areas microfinance flourish</p>	<p>Content: How nationalism determines the success or collapse of nations. How have some nations do to build the country and change their identities and how the world perceives them.</p>	<p>Content: what are the major superpowers and s these organizations succeeded in achieving the g</p>
	<p># of weeks: 9</p>	<p># of Weeks: 9</p>
	<p>Key Concept(s): Change</p>	<p>Key concept(s): Systems</p>
	<p>Related Concept(s): Power</p>	<p>Related concept(s): Culture, Diversity</p>
	<p>Global Context: Identities and Relationships</p>	<p>Global Context: fairness and Development, #2 d Management</p>
<p>s to access finance may alleviate es.</p>	<p>Statement of Inquiry: New-independent nation states can build their identities and power relationships by participating on a global scale.</p>	<p>Statement of Inquiry: Supranational cooperation cultural diversity and achieve fairness and develo</p>
<p>i)</p>	<p>MYP Objectives: B- Investigating (i,ii,iii,iv) C- Communicating (i , ii ,iii)</p>	<p>MYP Objectives: C- Communicating (i , ii ,iii) B- (i,ii,iii,iv)</p>

<p>appropriate forms of writing for different purposes or comprehension, Self-reflective writing that are challenging and realistic, and strategies for effective communication.</p>	<p>ATL Skills: Research (information literacy skills) Access information to be informed and to inform others (Media literacy skills) compare, contrast and draw connections among (multi) media resources, Thinking (Critical-Thinking skills) Uses brainstorming and visual diagrams to generate new ideas and inquiries</p>	<p>ATL Skills: Social (Collaborative skills) Listen actively, Thinking(Critical thinking skills) Practice flexible thinking, knowledge, understanding and skills to create products</p>
<p>to a friend explaining to him/her why you chose one option over another. Provide him/her with alternatives. Respond to a problem posed by a client about various options.</p>	<p>Assessment Task with criteria: Criteria B (i,ii,iii,iv); Criteria C (i,ii,iii) Students will write a document-based letter in which they will evaluate the process of success in two different nations and come up with a recommendation as to which one is more qualified to host world refugees. Summative Task: Pen and paper test Analyze different data on new independent states or countries to determine who is more qualified to host a world cup.</p>	<p>Assessment Task with criteria: Criteria C (i,ii,iii), Website homepage about the role of supranational organizations for nations and establishing better living standards Presentation on website homepage</p>
<p>unit # 3</p>	<p>Unit # 4</p>	<p>unit # 5</p>

Title/Theme: Does international trade benefit an economy?	Title/Theme: Why was Nationalism an important factor to gain independence?	Title/Theme: (IDU with English Language) Diverse Voices and Social Change
Standards: Standard 7 (Production, Distribution, and Consumption) 7.12a; 7.12c; 7.12d; 7.12e; 7.12f	Standards: Standard 2 (Connections and Conflict) 2.12f; 2.12g; 2.12h; 2.12i; 2.12j	Standards: Standard 1 (Time, Continuity, and Change) 1.12d; 1.12f Standard 6 (Government) 6.12d; 6.12e; 6.12l
Content: In this chapter, we will find out about the interactions of markets and economic participants by means of circular flow models. We will illustrate to students the open and closed circular flow model to show the difference and impact that international trade has on the	Content: Factors that led to imperialism and to examine the different viewpoints and perspective about Imperialism. How the treatment of imperialist to the locals caused nationalist movements. Focus on nationalist movements in India and Kenya. Assessing the overall impact of Nationalism.	Content: In his chapter we will find out why there was a need for protest movements, the different methods of protest movements will be explored and the impact of these protest movements will be investigated. We will also explore the contemporary world to find out why people are still campaigning for civil rights today.
# of weeks: 6	# of weeks: 6 weeks	# of weeks: 6
Key Concept(s): Global Interactions	Key Concept(s): Time, Place, and Space	Key Concept(s): Change
Related Concept(s): Perspective & Trade	Related Concept(s): Identity; Power	Related Concept(s): Casuality
Global Context: Globalization and sustainability	Global Context: Identities and Relationships	Global Context: Fairness and development

<p>Statement of Inquiry: Different perspective of trade policies may impact the sustainability of markets and global interaction.</p>	<p>Statement of Inquiry: In certain environments a sense of national identity within and between communities fosters successful independence movements</p>	<p>Statement of Inquiry: Changing perspectives can contribute to justice, peace, and conflict management.</p>
<p>MYP Objectives: CRITERION A: Knowing and understanding i & ii CRITERION D: Thinking critically i, ii, iii & iv</p>	<p>MYP Objectives: CRITERION A: Knowing and understanding i & ii CRITERION D: Critical Thinking - i, ii, iii, iv</p>	<p>MYP Objectives: CRITERION B: Investigating i, ii, iii CRITERION C: Communicating i, ii, iii CRITERION D: Thinking critically i, ii IDU Criterion (A-D, All Strands)</p>
<p>ATL Skills: Information literacy skills - process data and report results ATL Skills: Critical thinking skills - use models and simulations to explore complex systems and issues - ATL Skills: Media literacy skills - seek a range of perspectives from multiple sources</p>	<p>ATL Skills: Research VI. Information literacy skills Identify primary and secondary sources Thinking VIII. Critical thinking skills Recognise unstated assumptions and bias</p>	<p>ATL Skills: Critical-thinking skills (Develop contrary or opposing arguments) ATL Skills: Creative thinking skills (Draw reasonable conclusions and generalizations) ATL Skills: Information literacy skills (Identify primary and secondary sources)</p>

<p>Assessment Task Assessment Criteria: A; Knowing and Understanding - i, ii & Criteria C: Communicating - i,ii &iii : Students will inact a trade summit in which they discuss trade policies for the growth and development of the nation. Summative task: Analyzing and calculating data relating to international trade</p>	<p>Assessment Task Assessment Criteria :Criteria A: Knowing and understanding i, ii Criterion D: Critical Thinking - i, ii, iii, iv: Performance Task: Wall display of recent news articles of recent nationalist movements that exists today.Summative Task: Source base questions</p>	<p>Assessment Task Assessment Criteria C; Communicating - i, ii, iii Criteria D: Thinking Critically i,ii,iii Speech about how a specific protest movement resulted in fairness and develoment in society. Summative Task: Debate on social protest movements. (IDU)Students will do a debate in which they will use argumnts to support or decline the theory of global warming. Interdisciplinary criteria A- Disciplinary grounding B- Synthesizing C-Communication D-Reflecting</p>
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Arabic Social St

	Grade Level	Unit # 1	Unit # 2
	Grade 6	Title/Theme: The Territory of My Country	Title/Theme: The History of Saudi Arabia
.8a ; Connection and Conflict 2.2b,2.5a		Standards : AERO Social Studies Standards (3) a, e	Standards: AERO Social Studies Standards (1) a, b, c (2) a
Students will understand what development is Students will investigate if there is a ty. The students will explore the meaning of		Content: - My country's location - My country's area and boundaries - My country's terrain and climate - The regions of my country	Content: - The Arabian Peninsula before Saudi rule - The 1st and 2nd Saudi states - Sheikh Mohammed bin Abdul Wahab - The Kingdom of Saudi Arabia (establishment – Kings)
		# of weeks: 8	# of weeks: 10
		Key Concepts : Time, place and space	Key Concepts: Change
		Related Concepts: Resources, causality	Related Concepts: Causality, cooperation
		Global Context: Orientation in space and time	Global Context: Orientation in space and time

fairer places but this is often dependent on		<p>Statement of Inquiry: Astronomical and geographic location affect the diversity of natural conditions.</p>	<p>Statement of Inquiry: The establishment of Saudi rule with its three phases marked a significant shift in the history of the region.</p>
itically i,ii iii, iv		<p>MYP Objectives: Knowing and understanding (a, b) Communicating (a, b, c)</p>	<p>MYP Objectives: Knowing and understanding (a, b) Communicating (a, b, c)</p>
skills(draw reasonable conclusions and of solutions, consider ideas from multiple		<p>ATL Skills: * Communication ** Communication through interaction - Negotiate ideas and knowledge with peers and teachers ** Communication through language - Take effective notes in class * Self-management ** Organization skills - Bring necessary equipment and supplies to class</p>	<p>ATL Skills: * Communication ** Communication through interaction - Negotiate ideas and knowledge with peers and teachers - Give and receive meaningful feedback * Self-management ** Organization skills - Bring necessary equipment and supplies to class - Select and use technology effectively and productively</p>
Development plan: You work for and countries on how to find solutions to poverty eate a presentation to give to countries on		<p>Assessment Task with Criteria: A performance task (tourist guide) that measures the criteria of: Knowing and understanding (a, b) Communicating (a, b, c)</p>	<p>Assessment Task with Criteria: A performance task (writing a story) that measures the criteria of: Communicating (a, b, c) Knowing and understanding (a, b)</p>
		Unit # 1	Unit # 2

	Grade 7	Title/Theme: Natural Environment	Title/Theme: Maps and Modern Technology
1.8g, Geography 3.8b; 3.8.c; 3.8e; 3.8h		Standards: AERO Social Studies Standards (3) b, c, aa	Standards: AERO Social Studies Standards (3) a, b
s and the different adaptations taken to		Content: - The solar system - The shape and movement of the Earth - Longitude and latitude - Earth surface forms - Climate, flora and fauna	Content: - Types of maps - Map elements - The most important uses of maps - Map reproduction methods - Aerial imagery and its use
		# of weeks: 10	# of weeks: 8
		Key Concepts: Systems	Key Concepts: Time, place and space
		Related Concepts: Causality, diversity	Related Concepts: scale
		Global Context: scientific and technical innovation	Global Context: Orientation in space and time

<p>conditions will lead to a diverse sustainable measure to solve.</p>		<p>Statement of Inquiry: The natural environment is a set of interconnected systems which we deal with continuously.</p>	<p>Statement of Inquiry: Maps are key tools for gathering diverse temporal and spatial information to analyze reality and plan for the future.</p>
<p>Criterion B: Investigating (Bi,ii,iii,iv)</p>		<p>MYP Objectives: Knowing and understanding (a, b) Communicating (a, b, c)</p>	<p>MYP Objectives: Knowing and understanding (a, b) Communicating (a, b, c)</p>
<p>teachers. Communicate with a variety of audiences. and make informed decisions. Formulate an argument.</p>		<p>ATL Skills: * Communication ** Communication through language - Read a variety of sources for information and for pleasure * Research: - Access information to be informed and inform others</p>	<p>ATL Skills: * Thinking ** Transfer skills - Use effective learning strategies in subject groups and disciplines - Apply skills and knowledge in unfamiliar situations</p>

<p>work on a climograph- based letter in which about the different adaptations they can y the Relationships affecting the cultural e through time, place, and space. use arguments to support or decline the ia</p>		<p>Assessment Task with Criteria: - A test that measures the criterion of: Knowing and understanding (a, b) - A research project (individual work and group work) on the characteristics of a group of countries that measures the criterion of: Communicating (a, b, c)</p>	<p>Assessment Task with Criteria: A test on map analysis and reading that measures the criteria of: Knowing and understanding (a, b) Communicating (a, b, c)</p>
		unit # 1	unit # 2
	Grade 8	<p>Title/Theme: The Rightly Guided Caliphs</p>	<p>Title/Theme: The Islamic State</p>
<p>4.8.d, 5.8.a, 5.8.b, 5.8.e, 6.8.b, 6.8.c, 7.8.c,</p>		<p>Standards: AERO Social Studies Standards (1) a, c, f (2) a, f</p>	<p>Standards: AERO Social Studies Standards (1) a, c, d, f</p>
<p>rship, and places, opportunities, education, and living conditions</p>		<p>Content: - The merits and qualities of the Rightly Guided Caliphs and their succession to the caliphate - The activities of the Rightly Guided Caliphs and their efforts in</p>	<p>Content: - The establishment of the Islamic Caliphate States - The expansion of the Islamic Caliphate States and their efforts in spreading Islam</p>
		<p># of weeks: 8</p>	<p># of weeks: 10</p>
		<p>Key Concepts: Systems</p>	<p>Key Concepts: Change</p>

		<p>Related Concepts: Civilization, governance</p>	<p>Related Concepts: Causality, ideology, governance</p>
		<p>Global Context: Orientation in space and time</p>	<p>Global Context: Orientation in space and time</p>
is determined by power and diversity		<p>Statement of Inquiry: Political, economic and social systems constitute a foundation for governance and contribute to the development of human civilizations.</p>	<p>Statement of Inquiry: The perspectives that attempt to explain and interpret Islamic history with all its events vary, depending on the ideological backgrounds adopted by the analysts and the analytical tools they use.</p>
		<p>MYP Objectives: Investigating (a, b, c, d) Communicating (a, b, c)</p>	<p>MYP Objectives: Investigating (a, b, c, d) Communicating (a, b, c)</p>

<p>tively in teams</p> <p>icate with a variety of audiences.</p>		<p>ATL Skills:</p> <ul style="list-style-type: none"> * Research ** Information literacy - Access information to be informed and inform others * Thinking skills ** Transfer skills - Combine knowledge, understanding and skills to create products or solutions 	<p>ATL Skills:</p> <ul style="list-style-type: none"> * Communication skills - Read critically and for comprehension * Self-management skills ** Organization skills - Keep and use a weekly planner for assignments * Research skills ** Information literacy skills - Access information to be informed and inform others - Present information in a variety of formats and platforms
<p>iv)</p> <p>uments about the connections between</p>		<p>Assessment Task with Criteria:</p> <p>An individual research project (pamphlet) on one of the Rightly Guided Caliphs, linked to the IB Learner Profile, which measures the criteria of:</p> <p>Investigating (a, b, c, d)</p> <p>Communicating (a, b, c)</p>	<p>Assessment Task with Criteria:</p> <p>Historical journal that presents a collection of articles on the influence of the Caliphs’ activities on the power and continuance of the State, which measures the criteria of:</p> <p>Investigating (a, b, c, d)</p> <p>Communicating (a, b, c)</p>
		<p>Unit # 1</p>	<p>Unit # 2</p>
<p>titioal institutions work for the benefit of</p>	<p>Grade 9</p>	<p>Title/Theme:</p> <p>The Geography of My Country</p>	<p>Title/Theme:</p> <p>The History of My Country and National Issues</p>
<p>a;6.12d</p>		<p>Standards: AERO Social Studies Standards</p> <p>(3) a, b, aa</p>	<p>Standards: AERO Social Studies Standards</p> <p>(1) b</p> <p>(4) a</p> <p>(5) b</p>

<p>supranational organization worldwide. How goals.</p>		<p>Content:</p> <ul style="list-style-type: none"> - The physical geography of Saudi Arabia - The human geography of Saudi Arabia - The resources of Saudi Arabia 	<p>Content:</p> <ul style="list-style-type: none"> - The condition of the country before the Saudi state - The Reform Movement - The 1st and 2nd Saudi states - The establishment of Saudi Arabia and unification of the country - The kings of my country, Saudi Arabia - National issues
		<p># of Weeks: 8</p>	<p># of Weeks: 10</p>
		<p>Key Concepts: Time, place and space</p>	<p>Key Concepts: Change</p>
		<p>Related Concepts: Resources, sustainability</p>	<p>Related Concepts: Causality, cooperation</p>
<p>ifference, #5 justice , peace conflict</p>		<p>Global Context: Orientation in space and time</p>	<p>Global Context: Orientation in space and time</p>
<p>n requires different systems to manage pment.</p>		<p>Statement of Inquiry: The characteristics of natural and human resources have a significant impact on human and economic development in the Kingdom.</p>	<p>Statement of Inquiry: The establishment of Saudi Arabia marked a major shift in the Arabian Peninsula.</p>
		<p>MYP Objectives: Knowing and understanding (a, b) Investigating (a, b, c, d)</p>	<p>MYP Objectives: Knowing and understanding (a, b) Investigating (a, b, c, d)</p>

<p>ively to other perspectives and ideas; thinking (Transfer skills) Combine oducts or solutions</p>		<p>ATL Skills: * Self-management * Reflection skills - Consider content • What did I learn about today? • What don't I yet understand? • What questions do I have now? * Research skills ** Information literacy skills - Collect data and report results</p>	<p>ATL Skills: * Research skills ** Information literacy skills - Collect, record and verify data - Collect data and report results * Social skills ** Collaboration skills - Listen actively to other perspectives and ideas</p>
<p>Criteria B (i,ii,iii,iv) nal organizations in promoting development ds for individuals Summative task:</p>		<p>Assessment Task with Criteria: - A performance task (report) that measures the criteria of: Knowing and understanding (a, b): Investigating (a, b, c, d)</p>	<p>Assessment Task with Criteria: A performance task (essay) that measures the criteria of: Knowing and understanding (a, b) Investigating (a, b, c, d)</p>
<p>unit # 6</p>		<p>unit # 1</p>	<p>unit # 2</p>

Title/Theme: What is the significance of Sustainable Management of Urban System and Environments?	Grade 10	Title/Theme: The Geography of the Arab World	Title/Theme: The Impact of World Wars on the Arab World
Standards: Standard 3 (Geography) 3.12b; 3.12c; 3.12e; 3.12f		Standards: AERO Social Studies Standards (3) a, c, e	Standards: AERO Social Studies Standards (2) b, e, d, g
Content: This unit will explore urban system management of resources and sustainability. Patterns of urban growth in developing countries will be compared and contrasted with urban stagnation in developed countries. Factors such as models of land use, affordable housing, traffic management and access to public		Content: - Map of the Arab world - The natural features of the Arab world - The strengths and challenges of the Arab world (in natural and human terms) - The regional similarities and	Content: - The impact of World War I on the Arab world - The impact of World War II on the Arab world - The impact of the Cold War on the Arab world
# of weeks: 6		# of weeks: 8	# of weeks: 10
Key Concept(s): Systems		Key Concepts: Time, place and space	Key Concepts: Global interactions
Related Concept(s): Resources		Related Concepts: Resources, diversity	Related Concepts: Causality, conflict, cooperation
Global Context: Globalization and sustainability		Global Context: Orientation in space and time	Global Context: Identities and relationships

<p>Statement of Inquiry: An efficient system to manage resources in urban environments is essential to long term sustainability and development</p>		<p>Statement of Inquiry: Countries that have common elements can build relationships between themselves and the outside world, thus satisfying their long-term needs.</p>	<p>Statement of Inquiry: Wars have political, military and social effects that spread from the affected regions worldwide.</p>
<p>MYP Objectives: CRITERION A: Knowing and understanding ii CRITERION B: Investigating i, ii, iii, iv CRITERION D: Thinking critically i, ii, iii, iv</p>		<p>MYP Objectives: Knowing and understanding (a, b) Investigating (a, b, c, d)</p>	<p>MYP Objectives: Investigating (a, b, c, d) Thinking critically (a, b, c, d)</p>
<p>ATL Skills: Critical thinking skills - propose and evaluate a variety of solutions; use models and simulations to explore complex systems and issues Reflection skills - consider ethical and environmental implications</p>		<p>ATL Skills: * Research skills ** Information literacy - Access information to be informed and inform others - Collect data and report results</p>	<p>ATL Skills: * Research skills ** Media literacy - Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media ** Information literacy - Collect, record and verify data</p>

Assessment Task Assessment Criteria B ;
Investigating - i, ii, iii, iv; Assessment Criteria
D; Critical Thinking - i, ii, iii, iv: Performance
task:Mega City Case study

Assessment Task with Criteria:
- An individual research (essay)
that measures the criteria of:
Knowing and Understanding (a, b)
Investigating (a, b, c, d)

Assessment Task with Criteria:
- Individual research (two reports) on
the impact of World War I, World War II
and the Cold War) on the Arab world
that measure the criteria of:
Investigating (a, b, c, d)
Thinking critically (a, b, c, d)

udies

Unit # 3	Unit # 4
Title/Theme: Natural Resources in My Country	Title/Theme: Population and development in my country
Standards: AERO Social Studies Standards (3) b, d, e (7) a, c, f	Standards: AERO Social Studies Standards (3) c, f (6) d, f
Content: - Water resources in the Kingdom - Vegetation - Livestock - Oil and minerals - Population activities	Content: - Population in the Kingdom - Population distribution - Population characteristics - Development of my Saudi Arabia - The rights and duties of citizens
# of weeks: 7	# of weeks: 11
Key Concepts: Time, place and space	Key Concepts: Systems
Related Concepts: Resources, management and intervention	Related Concepts: Patterns
Global Context: Globalization and sustainability	Global Context: Globalization and sustainability

<p>Statement of Inquiry: Understanding and knowing the size and characteristics of resources optimize their utilization and preservation.</p>	<p>Statement of Inquiry: Accurate population data has an important role in planning for the future of communities locally and globally, thus contributing to the development of a nation.</p>
<p>MYP Objectives: Investigating (a, b, c, d) Thinking critically (a, b, c, d)</p>	<p>MYP Objectives: Investigating (a, b, c, d) Thinking critically (a, b, c, d)</p>
<p>ATL Skills: * Research ** Information literacy skills - Access information to be informed and inform others * Self-management ** Reflection skills - Consider ethical, cultural and environmental implications</p>	<p>ATL Skills: * Research skills ** Information literacy skills - Collect, record and verify data - Present information in a variety of formats and platforms * Thinking skills ** Creative thinking skills - Use brainstorming and visual diagrams to generate new ideas and inquiries - Make guesses, ask “what if” questions and generate testable hypotheses</p>
<p>Assessment Task with Criteria: A performance task (pamphlet) that measures the criteria of: Investigating (a, b, c, d) Thinking critically (a, b, c, d)</p>	<p>Assessment Task with Criteria: A performance task (report) that measures the criteria of: Investigating (a, b, c, d) Thinking critically (a, b, c, d)</p>
<p>Unit # 3</p>	<p>Unit # 4</p>

Title/Theme: The Life of the Prophet (PBUH) in Mecca	Title/Theme: The Life of the Prophet (PBUH) in Medina
Standards: AERO Social Studies Standards (1) a (2) a	Standards: AERO Social Studies Standards (1) a, b, c
Content: - Natural features of the Arabian Peninsula - Conditions of the Arabs before Islam - The Prophet's life before Islam - The secret Call and the public Call - Pledge of Al-'Aqaba	Content: - Medina and its geography - Reasons for migration to Medina - The Prophet's activities in Medina - The Prophet's battles - The Farewell Pilgrimage and death of the Prophet - Stories from the Prophet's life
# of weeks: 8	# of weeks: 10
Key Concepts: Change	Key Concepts: Change
Related Concepts: Causality, identity	Related Concepts: Causality, interdependence
Global Context: Identities and relationships	Global Context: Orientation in space and time

<p>Statement of Inquiry: The Islamic Call was a key point in changing the conditions of Arabs, and it is considered the basis of our identity, culture and history.</p>	<p>Statement of Inquiry: The Migration marked the beginning of the Islamic State, regulated the relationships of Muslims with one another as well as with others within and outside the Arabian Peninsula and thus it helped to spread the Call.</p>
<p>MYP Objectives: Investigating (a, b, c, d) Thinking critically (a, b, c, d)</p>	<p>MYP Objectives: Investigating (a, b, c, d) Thinking critically (a, b, c, d)</p>
<p>ATL Skills: * Self-management ** Reflection skills - Consider content • What don't I yet understand? • What questions do I have now? - Develop new skills, techniques and strategies for effective learning - Keep a journal to record reflections</p>	<p>ATL Skills: * Self-management ** Organization skills - Keep and use a weekly planner for assignments</p>

<p>Assessment Task with Criteria: An individual research project (essay) that measures the criteria of: Investigating (a, b, c, d) Thinking critically (a, b, c, d)</p>	<p>Assessment Task with Criteria: An essay investigating the impact of the Prophet's activities in establishing the state, which measures the criteria of: Investigating (a, b, c, d) Thinking critically (a, b, c, d)</p>
<p>unit # 3</p>	<p>unit # 4</p>
<p>Title/Theme: The Arab and Muslim World</p>	<p>Title/Theme: International Relations</p>
<p>Standards: AERO Social Studies Standards (3) a, i (2) c, d</p>	<p>Standards: AERO Social Studies Standards (2) a, c, d, e, f (6) c, f</p>
<p>Content: - The natural and human characteristics of the Arab and Muslim world - Political units - Problems and issues</p>	<p>Content: - Saudi Arabia and the Arab and Muslim world - Arab organizations and bodies - Islamic organizations and bodies - International organizations and</p>
<p># of weeks: 9</p>	<p># of weeks: 9</p>
<p>Key Concepts: Global interactions</p>	<p>Key Concepts: Global interactions</p>

<p>Related Concepts: Globalization and sustainability</p>	<p>Related Concepts: Cooperation, interdependence</p>
<p>Global Context: Identities and relationships</p>	<p>Global Context: Globalization and sustainability</p>
<p>Statement of Inquiry: Societies that have common elements can build relationships between themselves and the outside world, thus satisfying their needs.</p>	<p>Statement of Inquiry: Man-made organizations are considered an authority that influences international relations and decision-making.</p>
<p>MYP Objectives: Knowing and understanding (a, b) Thinking critically (a, b, c, d)</p>	<p>MYP Objectives: Knowing and understanding (a, b) Thinking critically (a, b, c, d)</p>

<p>ATL Skills:</p> <ul style="list-style-type: none"> * Research skills ** Information literacy skills - Collect and analyze data to identify solutions and make informed decisions * Communication - Use a variety of speaking techniques to communicate with a variety of audiences 	<p>ATL Skills:</p> <ul style="list-style-type: none"> * Research skills ** Media literacy skills - Demonstrate awareness of media interpretations of events and ideas - Seek a range of perspectives from multiple and varied sources
<p>Assessment Task with Criteria:</p> <ul style="list-style-type: none"> - A research project (individual & group), which measures Thinking critically (a, b, c, d) - A simulation of the Organization of Islamic Cooperation that measures the criteria of: Knowing and understanding (a, b) 	<p>Assessment Task with Criteria:</p> <ul style="list-style-type: none"> - A test that measures that criterion of: Knowing and understanding (a, b) - An essay that measures the criterion of: Thinking critically (a, b, c, d)
<p>Unit # 3</p>	<p>Unit # 4</p>
<p>Title/Theme: World Wars</p>	<p>Title/Theme: The Position of States Regarding the Palestinian Issue (IDU with Arabic)</p>
<p>Standards: AERO Social Studies Standards (2) a, b, c, d, e, i, j, k</p>	<p>Standards: AERO Social Studies Standards (1) a, b, d, e, f (2) a, d, j</p>

<p>Content:</p> <ul style="list-style-type: none"> - World War I & II - The causes and consequences of World War I - The causes and consequences of World War II 	<p>Content:</p> <ul style="list-style-type: none"> - The roots of the Palestinian issue - The relationship of the Palestinian issue with the World Wars - The attempts to resolve the Palestinian issue - The impact of the Palestinian issue on the Arab world and the world as a whole
<p># of Weeks: 9</p>	<p># of Weeks: 8</p>
<p>Key Concepts: Global interactions</p>	<p>Key Concepts: Global interactions</p>
<p>Related Concepts: Causality, conflict, cooperation</p>	<p>Related Concepts: Arabic Language: Intertextuality, Context Arabic Social Studies: Conflict, Perspective</p>
<p>Global Context: Fairness and development</p>	<p>Global Context: Fairness and development</p>
<p>Statement of Inquiry: Countries form alliances to protect their military, cultural and economic interests.</p>	<p>Statement of Inquiry: Policy statements reflect the perspective of a certain country towards the Palestinian issue in order to manage conflicts justly</p>
<p>MYP Objectives: Communicating (a, b, c) Thinking critically (a, b, c, d)</p>	<p>MYP Objectives: Communicating (a, b, c) Thinking critically (a, b, c, d) IDU Criterion A:</p>

<p>ATL Skills:</p> <ul style="list-style-type: none"> * Communication - Organize and depict information logically * Thinking skills ** Critical thinking skills - Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding - Propose and evaluate a variety of solutions 	<p>ATL Skills:</p> <ul style="list-style-type: none"> * Communication - Negotiate ideas and knowledge with peers and teachers * Thinking skills ** Critical thinking skills - Recognize and evaluate propositions
<p>Assessment Task with Criteria:</p> <p>A performance task that measures the criteria of:</p> <p>Communicating (a, b, c)</p> <p>Thinking critically (a, b, c, d)</p>	<p>Assessment Task with Criteria:</p> <p>Performance task that measures the criteria of:</p> <p>Communicating (a, b, c)</p> <p>Thinking critically (a, b, c, d)</p> <p>Performance Task: Writing a Policy statement IDU Criterion</p> <p>A: Disciplinary grounding</p> <p>B: Synthesizing and applying</p> <p>C: Communicating</p> <p>D: Reflecting</p>
<p>unit # 3</p>	<p>unit # 4</p>

Title/Theme: International Bodies and Organizations	Title/Theme: Issues of the Arab World + Simulation of the League of Arab States
Standards: AERO Social Studies Standards (7) a, d, f	Standards: AERO Social Studies Standards (2) c, d, j, k
Content: - Political organizations (United Nations – League of Arab States) - Religious organizations (Organization of the Islamic Conference - Organization of Islamic Cooperation) - Economic Organizations (OPEC -	Content: - A range of Arab issues of a political, economic and social nature
# of weeks: 5	# of weeks: 13
Key Concepts: Systems	Key Concepts: Global interactions
Related Concepts: Identity, globalization	Related Concepts: Change, causality
Global Context: Identities and relationships	Global Context: Identities and relationships

<p>Statement of Inquiry: Non-governmental organizations have common mutual interests, goals and values and they are considered positive indicators of the development of countries.</p>	<p>Statement of Inquiry: Contemporary international issues affect international policies and relations.</p>
<p>MYP Objectives: Knowing and understanding (a, b) Communicating (a, b, c)</p>	<p>MYP Objectives: Investigating (a, b, c, d) Communicating (a, b, c) Thinking critically (a, b, c, d)</p>
<p>ATL Skills: * Self-management skills ** Organization - Keep and use a weekly planner for assignments * Communication skills ** Communication through language - Organize and depict information logically</p>	<p>ATL Skills: * Communication - Use appropriate forms of writing for different purposes and audiences - Make inferences and draw conclusions - Read critically and for comprehension - Make effective summary notes for studying * Social skills ** Collaboration Build consensus</p>

Assessment Task with Criteria:

- A test that measures the criterion of: Knowing and understanding (a, b)
- An individual research (presentation) that measures the criterion of: Knowing and understanding (a, b) Communicating (a, b, c)

Assessment Task with Criteria:

- Write three reports on the effect of the proposed issues on the Arab world, which measure: Investigating (a, b, c, d) Thinking critically (a, b, c, d)
- A simulation of the League of Arab States that measures the criteria of: Investigating (a, b, c, d) Communicating (a, b, c) Thinking critically (a, b, c, d)

