



MYP Individual and Societies Subject Overview/ Vertical Curriculum Map MYP Years 1-5



Subject	Grade Level	Unit 1	Unit 2	Unit 3	Unit 4
Integrated Humanities (English) Academic Year 2026-2027	MYP 1 Grade 6	Title/Theme: What does it mean to be global citizens?	Title/Theme: What factors contribute to fairness and development of societies?		
		Standards 1: (Time, Continuity , and Change)1.2c Standard 2 (Connections and Conflict) 2.5c Standard 3 (Geography)3.2f Standard 4 (Culture)4.2b, 4.2c Standard 5 (Society and Identity)5.5d Standard 8 (Science, Technology, and Society)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, 1.8a ; Connection and Conflict 2.2b,2.5a ; Geography 3.12e, 3.12f		
		Content: The students will know some of issues facing the world today. The students will learn how different environments been damaged by human actions. The students will learn what are the role of international organizations in tackling global issues. The students will know what are some of the consequences and solutions to the plastic pollution, what are the Human Achievements?	Content: The students will study the things that we need. The students will understand what poverty is. The students will understand what development is and how we measure it. The students will know the factors that influence the development of a country. The students will investigate if there is a connection between health and wealth. The students will find out how resources can help reduce extreme poverty. The students will explore the meaning of "aid".		
		Number of Weeks: 20	Number of Weeks : 19		
		Key Concept(s): Global interactions	Key Concept(s): Global Interactions		
		Related Concept(s): Power, choice	Related Concept(s): Resources and Equality		
		Global Context: Globalization and Sustainability	Global Context: Fairness and Development		
		Statement of Inquiry: Global problems are a reality but individuals have the power and choice to make a positive difference.	Statement of Inquiry: Access to resources and equality of opportunities can help societies to develop to become fairer places but this is often dependent on global interactions.		
		MYP Objectives : A Knowing and understanding (i,ii) B Investigating (i,ii,iii,iv) C Communicating (i,ii) D Thinking Critically i,ii,iii, iv	MYP Objectives: A Knowing and understanding (i,ii) B Investigating (i,ii,iii,iv) C Communicating (i,ii) D Thinking Critically i,ii,iii, iv		
		ATL Skills: Creative thinking skills(applying existing knowledge, create original works and ideas), Critical thinking skills(interpreting data), Communication skills (use variety of speaking techniques, Information literacy skills(making connections,present information)	ATL Skills: Communication skills(use variety of speaking techniques); Creative -thinking skills(draw reasonable conclusions and generalization); Critical-thinking skills(gather and organize relevant information, propose and evaluate a variety of solutions, consider ideas from multiple perspectives), information literacy skills(access information,making connections between various sources)		
		Resources: Individuals and Societies for the IB MYP 1, Unit 1 (Hodder Education Dynamic Learning), Discoverv Social Studies Techbook Chapter 12,3 Assessment Task with criteria: Criteria C (i,ii,iii,) D (i,ii,iii,iv)	Resources: Individuals and Societies for the IB MYP 1, Unit 6 (Hodder Education Dynamic Learning) Assessment Task with criteria: Criteria A (i,ii); Criteria B (i,ii,iii,iv, Development plan: You work for and international agency that specializes in development. Your organization should provide recommendations to countries on how to find solutions to poverty and development problems. Assessment Task with criteria: Criteria C (i,ii,iii,) D (i,ii,iii,iv) Students create a presentation to give to countries on how to solve issues with poverty and development.		
		Create a presentation on an issue facing your local community. Think about some issues facing your local area, they could be environmental 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 to solve local environmental problem.			



Subject	Grade Level	Unit 1	Unit 2	Unit 3	Unit 4
Integrated Humanities (English) Academic Year 2026-2027	MYP 2 Grade 7	Title/Theme: How can energy be produced more sustainably? Standards: Connections and Conflict: 2.8a; 2.8c, Geography: 3.8.d, Production, Distribution, and Consumption: 7.8.c, 7.8f Content: Students explore the uses of different resources in the world to produce energy. They will gain an understanding of the difference between natural resources and human/economic resources. Case studies will be used to explore the arguments for and against different sources of energy production. Number of Weeks: 9 Key Concept(s): Time Place and Space Related Concept(s): Resources Global Context: Scientific and technical innovation Statement of Inquiry: Humans use resources in different ways around the world, and use innovative methods to be sustainable. MYP Objectives: B: strands ii, iii & iv C: strands i, ii & iii D: strands ii, iii & iv	Title/Theme: Why are natural environments important to individuals and societies? Standards: Change: 1.8a; 1.8g, Geography: 3.8a; 3.8b; 3.8e; 3.8h, Culture: 4.8a Content: Student investigate how humans have affected their environment causing pollution and other environmental issues which have led to many disastrous effects. Students will create some measures on how to save their environment. Number of Weeks: 9 Key Concept(s): System Related Concept(s): Sustainability Global Context: Identities and Relationships Statement of Inquiry: The relationships between living things in different environments can be viewed as a system, and sustainability can help these environments to last into the future. MYP Objectives: A: i, ii D: strands ii, iii & iv	Title/Theme: How have innovations and ideas changed the world? Standards: Time, Continuity and Change: 1.8a, 1.8c, 1.8d, 1.8f. Culture: 4.8g. Science, Technology, and Society: 8.8a, 8.8b, 8.8d, 8.8e. Content: Students investigate historical accounts (from the renaissance and Enlightenment up to the present time) of ideas and innovation that have caused change and development in the world. Number of Weeks: 9 Key Concept(s): Change Related Concept(s): Causality; Innovation and Revolution Global Context: Personal and cultural expression Statement of Inquiry: Innovations and ideas are developed by a variety of causes and can bring about lasting change to individuals and societies. MYP Objectives: B: strands ii, iii & iv C: strands i, ii & iii D: strands ii, iii & iv	Title/Theme: How has globalization shaped the world? Standards: Time, Continuity and Change: 1.a, 1.8b, 1.8c, 1.8d; Connections and Conflict: 2.8a, 2.8c, 2.8d; Geography: 2.8c, 2.8g; Culture: 4.8d, 4.8e; Production, Distribution and Consumption: 7.8b, 7.8d, 7.8e, 7.8f; Science, Technology and Society: 8.8b, 8.8d Content: The processes of globalization and its impact on trade flows and other areas that impact their daily lives. Number of Weeks: 9 Key Concept(s): Global Interactions Related Concept(s): Globalization, and Resources Global Context: Globalization and Sustainability Statement of Inquiry: Globalization has occurred due to a variety of processes that have changed the world, bringing both opportunities and challenges. MYP Objectives: D- Thinking Critically (i , ii , iii, iv) A- Knowing and understanding (i , ii)
		Resources: Individuals and Societies for the IB MYP 2 Unit 6	Resources: Hodder Individuals and Societies for the IB MYP 2 Ch. 2, Discovery Eduction SSTB (Human-Environment Interaction concept in each chapter), DE Ch 7.5, CH 11.5	Resources: Hodder Individuals and Societies for the IB MYP 2 Ch. 5 (Hodder Education Dynamic Learning), Discovery Education Teaching resources, DE Ch 6.5	Resources: Hodder Individuals and Societies for the IB MYP 2 Ch. 1
		ATL Skills: Self-management, Research(Information Literacy), Thinking(Critical Thinking), Social, Communication	ATL Skills: Research (Information Literacy skills) 1. Make connections betweenvarious 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 distrsctions d. Practice being aware of the body-mind connections	ATL Skills: Self-management (Organization) 4. set goals that are challenging and realistic, (Affective) 4. Self-motivation a. Practice analyzing and attributing causes for failure b. Practice managing sel-talk c. Practice positive thinking, Research (Information Literacy)7. Collect and analyze data to identify solutions and make informed decisions Communication skills Write for different purposes	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
		Assessment Task/Criteria: Common Formative Assessment Students will choose one renewable energy and create a short essay to explain the advantages and disadvantages of using this system Performance Task Students will create a proposal (display) for the Saudi Minister of Energy to explain why the agency should develop a specific renewable energy source as part of Vision 2030. Summative Assessment: Students ceate an infographic of the type of energy suitable for Saudi Arabia Vision 2030 Criteria A, B,D (all strands)	Assessment Task: Common Formative Assessment Students will construct a climate graph for a specific city in Saudi Arabia. They will, in turn, write a 250-word essay to describe the overall climate of the place. In this essay, students must have explained what biome the place is in and why. (Criteria A and D) Summative Assessment: Students look up for information of a specific country and: 1.Describe the natural environment (biome, climate, features of ecosystem including flora and fauna, human impact). 2.Reflect on some opportunities and threats facing the natural environment. 3.Present these information in a gazette. Criteria A, D	Assessment Task: Common Formative Assessment Students use the information in Chapter 6 of the book as well as further research to write an essay of 400–500 words. Students should use evidence to support their points and make sure they produce a balanced argument giving evidence to both agree and disagree with the statement. Criteria C and D Summative Assessment: Source Analysis - students analyse the sources in a variety of ways, and explore the lasting importance of individuals in today's society. They consider what causes ideas and innovations to emerge, and the impact of ideas and innovations can have and the lasting changes they can make in society. Criteria C and D Performance Task: Each student chooses one idea or innovation that they think changed the world – either from the case studies mentioned in the chapter, the list on page 131 or of their own choosing. Individually, students prepare a five- to seven-minute presentation. Students also submit an action plan showing how and when they gathered and organised information as well as a reflective evaluation of the presentation. Criteria B, C	Assessment Task with criteria: CFA: students complete questions on various sources and information regarding the relationship between globalization and language. Criteria A: Knowing and Understanding Criteria D: Thinking Critically Summative Task: Evaluation and reflection on globalization. Students summarize and reflect on the process of globalization and assess its impact and whether or not it has brought opportunities or challenges Criteria A: Knowing and Understanding Criteria B: Investigating Criteria C: Communicating Criteria D: Thinking Critically



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Integrated Humanities (English) Academic Year 2026-2027	MYP 3 Grade 8	Title/Theme: Where are all the people?	What is Culture?	Title/Theme: How are societies governed?	Title/Theme: New Technology, New Perspectives: Building a Fairer Future (IDU - English & IH)
		Standards: 1-Time, Continuity and Change; 2-Connections and Conflict; 3-Geography	Standards: 4-Culture; 5-Society and Identity	Standards: 6-Government; 5-Society and Identity	Standards: Global Interactions
		Content: Changes in world population over time and the processes that allow them to happen	Content: Culture and the different ways it can be expressed	Content: Different systems of governance used to run societies	This unit collaborates technological advancements with point of view and purpose to foster fairness and development for a promising future.
		Number of Weeks: 9	Number of Weeks: 9	Number of Weeks: 9	Number of Weeks: 9
		Key Concept(s): Change	Key Concept(s): Time, Place, and Space	Key Concept(s): System	Key Concept(s): Global Interactions, Perspective
		Related Concept(s): Equity	Related Concept(s): Culture, Identity	Related Concept(s): Power	Related Concept(s): Innovation and Relation
		Global Context: Globalization and Sustainability	Global Context: Personal and Cultural Expression	Global Context: Fairness and Development	Global Context: Fairness and Development
		Statement of Inquiry: The population of human societies changes due to a variety of processes, and sustainable development can help promote more equity in those societies.	Statement of Inquiry: Culture forms a part of our shared identity with others, is often independent on time, place and space, and can be expressed in many ways.	Statement of Inquiry: The governance of societies is organized by different systems that are used to distribute power, affecting fairness and development.	Statement of Inquiry: Examining how new technological advancements shape different perspectives promotes development and fairness in a society.
		MYP Objectives: Criteria A-Knowing and Understanding; (i,ii) B-Investigating (i , ii , iii , iv); D-Thinking Critically (i, ii, iii, iv)	MYP Objectives: Criteria B-Investigating (i , ii , iii , iv); C-Communicating (i, ii, iii); D-Thinking Critically (i, ii, iii, iv)	MYP Objectives: Criteria A-Knowing and Understanding; (i,ii) B-Investigating (i , ii , iii , iv); C-Communicating (i, ii, iii)	MYP Objectives: Criteria A-Knowing and Understanding; (i,ii) B-Investigating (i , ii , iii , iv); D-Thinking Critically (i, ii, iii, iv)
		Resources: -Individuals and Societies for the IB MYP 3, Unit 4 (Hodder Education Dynamic Learning) -Discovery Education Concept 2.5 Modern Issue Analysis: Aging Population	Resources: -Individuals and Societies for the IB MYP 3, Unit 5 (Hodder Education Dynamic Learning)	Resources: -Individuals and Societies for the IB MYP 3, Unit 1 (Hodder Education Dynamic Learning)	Resources: -Individuals and Societies for the IB MYP 3, Unit 3 (Hodder Education Dynamic Learning)

ATL Skills: Thinking skills, Research Skills, Self-management Skills, Social Skills, Communication Skills	ATL Skills: Thinking skills, Research Skills, Self-management Skills, Social Skills, Communication Skills	ATL Skills: Thinking skills, Research Skills, Self-management Skills, Social Skills, Communication Skills	ATL Skills: Thinking skills, Research Skills, Self-management Skills, Social Skills, Communication Skills
Assessment Task with criteria: Common Formative Assessment-Create a chart that presents different population issues in a specific place and use relevant terminology proposing sustainable solutions to promote more equity in these societies (Criteria A, B, and C); Performance Task-Create an infographic about a country of choice providing its statistical information, visuals and graphs, and information about factors affecting the current population structure, social issues for or against the current population structure, possible solutions or recommendations for political action in the future (Criteria A, B, and C).	Assessment Task with criteria: Common Formative Assessment-Create a graphic organizer showcasing similarities and differences of 3 systems of government (monarchy, aristocracy, democracy, totalitarianism, communism, etc.) Criterion A; Performance Task- Create an infographic showing the distinct characteristics of a specific country's system of government (Criteria B and C)	Assessment Task with criteria: Common Formative Assessment (A,B)- Create a Venn diagram differentiating three types of governmnet; Performance Task (B, C)- Infographic on the government system of a specific country	Assessment Task with criteria: Common Formative Assessment-create a thesis statement and hook that demonstrates how technology affects relationships with others.
Summative Assessment- Create a magazine article of an area in the world where life expectancy is very high OR very low. Discuss the possible reasons why this is so. The article should discuss the role of the following social aspects: diet, climate and environment, lifestyle, standards of healthcare and sanitation, safety of the society (Criteria A, B, C, and D)	Summative Assessment- Write an essay describing the structure of the British monarchy and comment on how its system of government affects fairness and development in the country and its territories. Propose to retain the current system of government or change to a new form (Criteria A, B, C, and D)	Summative Assessment (C, D)- A model of governmnet system in an imaginary country	Summative Assessment- Write an argumentative essay to present your stand on the question, "Does technology harm our relationships with others?" (Criteria A, B, C)



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Integrated Humanities (English) Academic Year 2026-2027	MYP 4 Grade 9	Title/Theme: Why do individuals form social groups?	Title/Theme: How do empires fall?	Title/Theme: How do we decide what to produce?	Title/Theme: Is our exploitation of Earth sustainable?
		Standards: Standard 1:(Time,Continuity, and Change) 1.3, 1.5 Standard 5:(Society and Identity)	Standards: Standard 1: (Time, Continuity, and Change) 1.4,1.6 Standard 4: (Culture)	Standards: Standard 7: (Production, Distribution, and Consumption), Standard 6: (Government)	Standards:Standard 3: (Geography) , Standard 7: (Production, Distribution, and Consumption)
		Content: Formation of social groups and its importance in maintaining social balance and coexistence.	Content: An overall understanding of the internal and external reasons contributing to the fall of empires.	Content: Develop an understanding of how natural resources are distributed.	Content: The students will be required to work independently and in collaborative settings to identify global issues related to pollution and exploitation of resources and suggest potential solutions.
		Number of Weeks: 9	Number of Weeks: 9	Number of Weeks: 9	Number of Weeks: 9
		Key Concept(s): Time, Place, and Space	Key Concept(s): Change	Key Concept(s): Systems	Key Concept(s): Time, place and space
		Related Concept(s): Culture, Identity,Perspective	Related Concept(s): Causality, Conflict; Innovation and revolution	Related Concept(s): Resources ; Choice ; Perspectiv	Related Concept(s): Resources
		Global Context: Orientation in space and time	Global Context: Scientific and technical innovation	Global Context: Personal and cultural expression	Global Context: Globalizatoin and Sustainability
		Statement of Inquiry: Individuals can change the world they inherit, but to do so they must understand how human societies and environments depend on each other.	Statement of Inquiry: Societies survive, fail or transform according to their ability to change in the face of innovation	Statement of Inquiry: Different individual choices by consumers and producers in a market system lead to the allocation of resources.	Statement of Inquiry: Since resources are unevenly distributed around the world, reliance on resource extraction as a source of growth and development can threaten a country's sustainability and security.
		MYP Objectives: A: Knowing and Understanding C: Communicating	MYP Objectives: D: Critical Thinking B: Investigating	MYP Objectives: D: Critical Thinking B: Investigating	MYP Objectives: A: Knowing and Understanding B: Investigating (i,ii,iii,iv) C: Communicating (i , ii ,iii) D: Critical Thinking.
		ATL Skills: Communication, information literacy, critical thinking, creative thinking	ATL Skills: Collaboration skills, Information literacy skills, Critical-thinking skills, Transfer skills	ATL Skills: communication, collaboration, organization, creative , critical thinking	ATL Skills: communication, collaboration, organization, information literacy, critical thinking
Resources: Individuals and Societies for the IB MYP 4, Unit 1 (Hodder Education Dynamic Learning)	Resources: Individuals and Societies for the IB MYP 4, Unit 4 (Hodder Education Dynamic Learning)	Resources: Individuals and Societies for the IB MYP 4, Unit 8 (Hodder Education Dynamic Learning)	Resources: -Individuals and Societies for the IB MYP 4, Unit 11 (Hodder Education Dynamic Learning)		
Assessment Task with criteria:	Assessment Task with criteria: Common Formative Assessment: 1.Research: Choose one historical empire (e.g., Roman Empire, Ottoman Empire, Ming Dynasty, or any of your choice) that you studied during the course. 2.Investigation: Conduct in-depth research on the fall of the chosen empire, considering environmental, political, economic, social, and cultural factors. 3.Thesis Statement: Develop a clear thesis statement that summarizes the main factors contributing to the empire's eventual decline. Criterion B, C, D (all strands) Summative Assessment-Visual presentation must have 10-12 slides (including the cover page and resources) •Timeline: Create a (visually) appealing timeline that highlights key events and milestones in the empire's history, emphasizing significant turning points. •Infographics/Charts: Include infographics or charts that illustrate the economic, political, and social changes during different periods of the empire. (if available) •Analyze at least two different perspectives/ factors for explaining the fall of the chosen empire. •You must submit the bibliography APA style. •Presenting time : 5-7 minutes Criterion B, C, D (all strands)	Assessment Task with criteria: Common Formative Assessment: To practice supply and demand diagrams by answering questions Summative Assessment To practice supply and demand diagrams by answering questions Criterion B, C, D (all strands)	Assessment Task with criteria: Common Formative Assessment Complete a planning sheet To understand how the disappearance of oil would impact different parts of society and to plan a structured comic using accurate terminology and ideas. Summative Assessment Create a comic strip Criterion A, B, D (all strands)		



Subject	Grade Level	Unit 1	Unit 2	Unit 3	Unit 4
Integrated Humanities (English) Academic Year 2026-2027	MYP 5 Grade 10	Title/Theme: How did Industrialization and Technological Developments impact the daily life of individuals? Standards: Standard 8 (Science, Technology and Society) 8.12; b8.12c; 8.12d; 8.12i	Title/ Theme: Can we make a fairer world through trade? Standards: Standard 2 (Connections and Conflict) 2.12.b ; 2.12.d ; 6.12.i Standard 6 (Government) 6.12. e ; 6.12g; Standard 7 (Production, distribution and consumption) 7.12.	Title/ Theme: What impact do humans have on natural environment? Standards: Standard 2 (Connections and Conflict) 2.12f; 2.12g; 2.12h; 2.12i; 2.12j	Title/Theme: How has our perspective changed now? Standards: Standard 1 (Time, Continuity, and Change) 1.12d; 1.12f Standard 6 (Government) 6.12d; 6.12e; 6.12i
		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. Number of Weeks: 9 weeks	content: We will find out how countries trade goods, services, and currencies with each other. We will explore different trade balances and trade agreements that are formed between countries. Number of Weeks: 9 weeks	Content: Students demonstrate knowledge and understanding of a specific way in which human choices have lead to global environmental change. Number of Weeks: 9 weeks	Content: This chapter is designed a a summary of all the skill setacquired in individual and societies.It is also regared as a unit to help students better prepare for IBDP. Number of Weeks: 9 weeks
		Key Concept(s): Change	Key Concept: Global Interactions	Key Concept: Time, place and space; Change	Key Concept(s): Time, Place and Space
		Related Concepts(S): Identity	Related concept(S): Casuality, identity, and process	Related concept (S): Perspective; Sustainability	Related Concept(s): Causalities
		Global Context: Scientific and Technical Innovation / Industrialization and Engineering Global Exploration: Statement of Inquiry: Industrialization and innovation may revolutionize and change human identity	Global context: Fairness and development Statement of Inquiry: Global trade brings with it global responsibilities to make a future that is fair for all.	Global context: Globalization and sustainability Statement of Inquiry: Human choices, through time and in different places, have led to global environmental change that may make our current way of life unsustainable.	Global Context: Orientation in space and time Statement of Inquiry: Our perspective changes over time; reflection allows us to see the causes and impacts of events in different times and places.
		MYP Objective: Criteria B: Investigating Criteria C: Communicating	MYP Objectives: Criteria A Criteria D	MYP objectives: Criterion A: Knowing and understanding (all strands) Criterion C: Communicating (all strands) Criterion D: Thinking critically i. ii.	MYP Objectives: Criterion A: Knowing and Understanding Criterion B: Investigating Criterion C: Communicating
		Resources: Discovery Education- History - Chapter 21	Resources:Hodder- individual and societies MYP 4/5 (chp 9)	Resources:Hodder- individual and societies MYP 4/5 (chp 5)	Resources: Individual and societies MYP 4/5 (Chp 12)
		ATL Skills: Communication skills (Construct information using specified formats) Information lietracy skills (find and evaluate variety of sources)	ATL Skills: Critical thinking Skills- (Use simulations to explore complex economic systems and issues)	ATL Skills: Communication skills, Collaboration skills, Organization skills, Reflection skills, Information literacy skills, Media literacy skills, Critical-thinking skills, Transfer skills	ATL Skills: Collaboration skills (Build consensus) Critical-thinking skills (Identify obstacles and challenges) Research skills (Process data and report results) Information literacy skills (Collect and analyse data to identify solutions and/or make informed decisions)
		Assessment Task with criteria: Common Formative assessment Stdents will investigate the impact of industrialization and innovation on humans. Students will list 3 inventions during the Industrial Revolution in the United Kingdom during the 18th and 19th century. Choose one of the 3 inventions from their list and write 2 paragraphs of the pros and cons of the Industrial Revolution. Summative Assessment: Students will create an advertisement to persuade people to work at a factory in England during the Industrial Revolution. Then they will create a graphic organizer of researched information PLUS creates a research question on their own with a researched answer. Criterion A, B, D (all strands)	Assessment Task with criteria: Common Formative assessment Students will research and create a presentation on how globalization have changed a country's economy, culture, and environment both negatively and positively then, create a presentation. Summative Assessment: Present a presentation on how globalization has changed a country's economy, culture, and environment both negatively and positively. Criterion B, C, D (all strands)	Assessment Task with criteria: Common Formative assessment Using your own studies and analytical skills, you must answer various questions to prepare a report for your supervisor. Then, students will define, analyze, then respond to various forms of data and your own knowledge base Summative Assessment: Using their own studies and analytical skills, students must answer various questions to prepare a report for your supervisor. Also, Define, analyze, then respond to questions (after reading an article) and from their own knowledge base. Criterion A, B, C (all strands)	Assessment Task with criteria: Common Formative assessment Students will use own studies and critical thinking skills, then they must research, from sources that you brought into class, and write a script that will later be turned into a presentation. Summative Assessment: With students gathered article/ research, answer the following questions from your printed articles that you prepared for students chosen empire from the list below: Inca Empire, Ming Empire/ Ming China,Neo-Assyrian Empire, Mamluk Sultanate A, B, D (all strands)



Subject	Grade Level	Unit 1	Unit 2	Unit 3	Unit 4
Arabic Social Studies Academic Year 2026-2027	Grade 6 (MYP 1)	Title/Focus: My Homeland	Title/Focus: History of Saudi Arabia	Title/Focus: Kings of Saudi Arabia	Title/Focus: Saudi Arabia's Vision 2030
		AERO Standards: (3) A, E	AERO Standards: (1) A, B, C (2) A	AERO Standards: (1) A - B	AERO Standards: (7) A, C, F
		Content: Location of my homeland; Lines of longitude and circles of latitude; Area and borders of my homeland; Topography and climate of my homeland; Population of my homeland; Regions of my homeland	Content: History and Historical Terminology: The Arabian Peninsula before Saudi rule; The First and Second Saudi States; Civilizational aspects of the First and Second Saudi States	Content: King Abdulaziz; Unification of Saudi Arabia and its development under King Abdulaziz; King Saud and King Faisal; King Khalid, King Fahd, and King Abdullah; King Salman (may God protect him)	Content: Saudi Arabia's Vision 2030; Vision programs and projects; Quality of Life Program; National Character Enrichment Program
		Number of Weeks: 9 Weeks	Number of Weeks: 9 Weeks	Number of Weeks: 10 Weeks	Number of Weeks: 8 Weeks
		Key Concept: Time, Place, and Space	Key Concept: Change	Key Concept: Change	Key Concept: Change
		Related Concepts: Diversity - Causality (Cause and Effect)	Related Concepts: Causality - Cooperation	Related Concepts: Significance - Civilization	Related Concepts: Sustainability / Management & Intervention / Growth
		Global Context: Orientation in Space and Time	Global Context: Orientation in Space and Time	Global Context: Orientation in Space and Time	Global Context: Orientation in Space and Time
		Statement of Inquiry: The astronomical and geographical location influences the diversity of the natural conditions of a place.	Statement of Inquiry: The successive phases of Saudi governance represent a significant transformation in the history of the region.	Statement of Inquiry: The establishment of Saudi Arabia represents a transformation in the development of the individual and the state.	Statement of Inquiry: Saudi Arabia's Vision 2030 represents an economic transformation at both the local and global level.
		MYP Objectives: Knowledge & Understanding (A, B); Communication (a, b, c)	MYP Objectives: Knowledge & Understanding (a, b); Communication (a, b, c)	MYP Objectives: Inquiry (a, b, c, d); Critical Thinking (a, b, c, d)	MYP Objectives: Inquiry (a, b, c, d)); Critical Thinking (a, b, c, d)
		ATL Skills: Communication Skills: Communication through Interaction - Discussing ideas with peers and teachers; Communication through Language - Taking useful notes in class. Self-Management Skills: Organization Skills - Bringing necessary equipment to class; Selecting and using technology effectively.	ATL Skills: Communication Skills: Communication through Interaction - Discussing ideas and knowledge with peers and teachers. Social Skills: Collaborative Skills - Offering and receiving constructive opinions. Self-Management Skills: Organization Skills - Bringing necessary equipment to class.	ATL Skills: Thinking Skills: Creative Thinking - Using brainstorming and visual maps to generate new ideas; Hypothesizing and posing 'what if' questions.	ATL Skills: Research Skills: Information Literacy - Accessing information for personal use and sharing with others. Self-Management Skills: Reflection Skills - Considering ethical, cultural, and environmental consequences.
		Summative/Assessment Task with Criteria: Performance task (writing an essay about one of the Vision 2030 programs) assessing: Inquiry (a, b, c, d) Critical Thinking (a, b, c, d)	Summative/Assessment Task with Criteria: Performance task (writing an essay about one of the Kings of Saudi Arabia) assessing: Inquiry (a, b, c, d) Critical Thinking (a, b, c, d)	Summative/Assessment Task with Criteria: Performance task (analyzing texts by answering questions and designing a poster about one of the rulers of the First and Second Saudi States) assessing: Knowledge & Understanding (a, b) Communication (a, b, c)	Summative/Assessment Task with Criteria: Written test assessing: Knowledge & Understanding (a, b) Performance task (analyzing texts by answering questions and designing a poster about one of the regions of Saudi Arabia) assessing: Knowledge & Understanding (a, b); Communication (a, b, c)



Subject	Grade Level	Unit 1	Unit 2	Unit 3	Unit 4
Arabic Social Studies Academic Year 2026-2027	Grade 7 (MYP 2)	Title/Focus: The Universe and Earth	Title/Focus: Civilizations	Title/Focus: The Prophetic Era	Title/Focus: The Rightly-Guided Caliphs
		AERO Standards: (3) A, B, C, D	AERO Standards: (4) A	AERO Standards: (1) A (2) A	AERO Standards: (1) A, C, F
		Content: The solar system; The shape of the Earth and its movements; Lines of longitude and circles of latitude; Landforms of the Earth's surface; Climate, plant life, and animal life	Content: Civilizations; Islamic civilization; Sciences and knowledge in Islamic civilization	Content: Natural features of the Arabian Peninsula; The state of the Arabs before Islam; The Prophet's life before the revelation; The secret and public call to Islam; The Pledge of Aqaba and the Prophetic Migration (Hijra); The Prophet's battles; The Prophet's moral character (peace be upon him)	Content: Virtues and qualities of the Rightly Guided Caliphs and their assumption of the Caliphate; Actions of the Caliphs and their efforts in spreading the Islamic call; Examples of Shura (consultative governance)
		Number of Weeks: 8 Weeks	Number of Weeks: 10 Weeks	Number of Weeks: 9 Weeks	Number of Weeks: 9 Weeks
		Key Concept: Systems	Key Concept: Time, Place, and Space	Key Concept: Change	Key Concept: Systems
		Related Concepts: Causality - Diversity	Related Concepts: Civilization - Innovation and Revolution	Related Concepts: Causality - Identity	Related Concepts: Civilization - Governance
		Global Context: Scientific and Technical Innovation	Global Context: Orientation in Space and Time	Global Context: Identities and Relationships	Global Context: Orientation in Space and Time
		Statement of Inquiry: The natural environment forms a set of interconnected systems that we engage with on an ongoing basis.	Statement of Inquiry: Civilizations interact across space and time through their diverse achievements in all fields of life, founded on principles that influence the peoples of those civilizations and whose impact continues.	Statement of Inquiry: The Islamic call and the Prophetic Migration (Hijra) were agents of change in the affairs of the Arabs, and they are the foundation of our identity, culture, and history.	Statement of Inquiry: Political, economic, and social systems form the foundation of governance and contribute to the development of human civilizations.
		MYP Objectives: Knowledge & Understanding (a, b) Communication (a, b, c)	MYP Objectives: Knowledge & Understanding (a, b) Communication (a, b, c)	MYP Objectives: Inquiry (a, b, c, d) Critical Thinking (a, b, c, d)	MYP Objectives: Inquiry (a, b, c, d) Critical Thinking (a, b, c, d)
		ATL Skills: Communication Skills: Communication through Language - Reading a variety of references to gather information. Research Skills: Accessing information for personal use and sharing with others.	ATL Skills: Communication Skills: Communication through Interaction - Using a range of media to communicate with diverse audiences; Communication through Language - Reading critically for comprehension. Social Skills: Collaborative Skills - Listening actively to others' ideas.	ATL Skills: Self-Management Skills: Reflection Skills - Reviewing content: What did I not understand? What questions do I have now? Keeping a journal to record reflections. Research Skills: Information Literacy - Collecting, recording, and verifying data.	ATL Skills: Research Skills: Information Literacy - Accessing information for personal use and sharing with others. Thinking Skills: Transfer Skills - Combining knowledge, understanding, and skills to create products or develop solutions.
		Summative/Assessment Task with Criteria: Performance task: Individual and group research project on characteristics of selected countries assessing: Knowledge & Understanding (a, b) Communication (a, b, c, d)	Summative/Assessment Task with Criteria: Individual research project assessing: Knowledge & Understanding (a, b) Communication (a, b, c)	Summative/Assessment Task with Criteria: Summative assessment: Individual research project assessing: Inquiry (a, b, c, d) Critical Thinking (a, b, c, d)	Summative/Assessment Task with Criteria: Individual research project on one of the Rightly Guided Caliphs, linked to the IB Learner Profile, assessing: Inquiry (a, b, c, d) Critical Thinking ((a, b, c)



Subject	Grade Level	Unit 1	Unit 2	Unit 3	Unit 4
Arabic Social Studies Academic Year 2026-2027	Grade 8 (MYP 3)	Title/Focus: The Islamic State	Title/Focus: Earth's Spheres	Title/Focus: The Arab and Islamic World	Title/Focus: Economy, Systems, and Regulations
		AERO Standards: (1) A, C, D, F	AERO Standards: (3) E	AERO Standards: (3) A, I (2) C, D	AERO Standards: (6) E, C
		Content: The rise of Islamic Caliphate states and their most prominent caliphs; The expansion of the Islamic Caliphate states and their efforts in spreading Islam; The end of the Islamic Caliphate states and the main factors of their decline	Content: The atmosphere; Weather, climate, and their elements; The lithosphere; Internal and external factors shaping the Earth's surface; The biosphere; Natural regions	Content: Natural and human characteristics of the Arab and Islamic world; Political units; Problems and issues	Content: Systems and regulations; Types of systems and regulations; Benefits of systems; Saudi Arabia's efforts to diversify its economy considering Vision 2030
		Number of Weeks: 8	Number of Weeks: 10	Number of Weeks: 10	Number of Weeks: 8
		Key Concept: Change	Key Concept: Systems	Key Concept: Global Interactions	Key Concept: Systems
		Related Concepts: Causality - Governance	Related Concepts: Causality - Management and Intervention	Related Concepts: Globalization - Sustainability	Related Concepts: Identity - Power - Sustainability
		Global Context: Orientation in Space and Time	Global Context: Scientific and Technical Innovation	Global Context: Identities and Relationships	Global Context: Fairness and Development
		Statement of Inquiry: States have different phases of development depending on their strengths and weaknesses, which contributes to the emergence of new states and the disappearance of others in each era.	Statement of Inquiry: Earth's spheres form systems that interact with one another, enabling humans to make better environmental choices.	Statement of Inquiry: Communities that share common foundations are able to build relationships among themselves and with the outside world, thereby meeting their needs.	Statement of Inquiry: Governmental systems contribute to the development of society, the protection of human rights and national duties, and the sustainability of natural and human resources.
		MYP Objectives: Inquiry (a, b, c, d) Communication (a, b, c)	MYP Objectives: Inquiry (a, b, c, d) Communication (a, b, c)	MYP Objectives: Knowledge & Understanding (a, b) Critical Thinking (a, b, c, d)	MYP Objectives: Knowledge & Understanding (a, b) Critical Thinking (a, b, c, d)
		ATL Skills: Communication Skills: Reading critically for comprehension. Self-Management Skills: Organization Skills - Keeping and using a weekly planner for assignments and homework. Research Skills: Information Literacy - Accessing information for personal use and sharing with others; Presenting information in multiple formats. Summative/Assessment Task with Criteria: Research task resulting in a report on the actions of the caliphs and their impact on the strength and continuity of the state, assessing:	ATL Skills: Research Skills: Information Literacy - Collecting and analyzing data to identify solutions and make informed decisions; Presenting information in multiple formats. Social Skills: Collaborative Skills - Listening actively to others' perspectives and ideas. Summative/Assessment Task with Criteria: Research project reslting in a written report, assessing:	ATL Skills: Research Skills: Information Literacy - Collecting and analyzing data to identify solutions and make informed decisions. Communication Skills: Using a range of speaking styles to communicate with diverse audiences. Summative/Assessment Task with Criteria: Analyzing essays by answering questions, assessing: Critical Thinking (a, b, c, d) Communication (a, b, c)	ATL Skills: Thinking Skills: Critical Thinking - Proposing and evaluating a range of solutions. Research Skills: Information Literacy - Accessing information for personal use and sharing with others. Summative/Assessment Task with Criteria: Assessment task with criteria Regional Council simulation project assessing:
		Knowledge & Understanding (a, b) Inquiry (a, b, c, d)	Knowledge & Understanding (a, b) Inquiry (a, b, c, d)		Communication (a, b, c) Critical Thinking (a, b, c, d)



Subject	Grade Level	Unit 1	Unit 2	Unit 3	Unit 4
Arabic Social Studies Academic Year 2026-2027	Grade 9 (MYP 4)	Title/Focus: Geography of My Homeland	Title/Focus: Systems and Development in My Homeland	Title/Focus: The World Wars	Title/Focus: The Palestinian Issue
		AERO Standards: (3) A, B, D	AERO Standards: (1) B (4) A (5) B	AERO Standards: (2) A, B, C, D, E, I, K, J	AERO Standards: (1) A, B, D, E, F (2) A, D, I
		Content: Geography of Saudi Arabia Saudi Arabia's resources Self-achievement and the economy Maps and modern technologies Number of Weeks: 8	Content: Systems in Saudi Arabia National identity Responsibility National development Number of Weeks: 10	Content: World War I & World War II: 1. Causes and consequences of World War I 2. Causes and consequences of World War II	Content: 1. Roots of the Palestinian issue 2. The relationship between the Palestinian issue and the World Wars 3. Attempts to resolve the Palestinian issue 4. The impact of the Palestinian issue on the Arab world and the world at large Number of Weeks: 9
		Key Concept: Time, Place, and Space	Key Concept: Systems	Key Concept: Global Interactions	Key Concept: Global Interactions
		Related Concepts: Resources - Sustainability - Diversity	Related Concepts: Identity - Cooperation	Related Concepts: Causality - Conflict - Cooperation	Related Concepts: Causality - Conflict - Cooperation
		Global Context: Orientation in Space and Time	Global Context: Identities and Relationships	Global Context: Fairness and Development	Global Context: Orientation in Space and Time
		Statement of Inquiry: Assessing the demographic traits and natural resources of a state provides critical insights that drive both human and economic development.	Statement of Inquiry: A citizen's commitment to state systems and assumption of responsibilities leads to the development and progress of society.	Statement of Inquiry: Differences in military, cultural, and economic interests among nations are a cause for forming alliances to manage conflict.	Statement of Inquiry: Originating from global conflicts of the twentieth century, the Palestinian issue remains a central geopolitical catalyst, continuing to resonate across the Arab world and the international community today.
		MYP Objectives Knowledge & Understanding (a, b) Inquiry (a, b, c, d)	MYP Objectives: Knowledge & Understanding (a, b) Inquiry (a, b, c, d) Communication (a, b, c)	MYP Objectives: Communication (a, b, c) Critical Thinking (a, b, c, d)	MYP Objectives: Critical Thinking (a, b, c, d)
		ATL Skills: Self-Management Skills: Reflection Skills - Reviewing content: What did I learn today? What did I not understand? What questions do I have now? Research Skills: Information Literacy - Collecting data and presenting results.	ATL Skills: Research Skills: Information Literacy - Collecting, recording, and verifying data. Social Skills: Collaborative Skills - Listening actively to others' perspectives and ideas. Communication Skills: Discussing ideas and knowledge with peers and teachers.	ATL Skills: Communication Skills: Organizing and describing information in a logical manner. Thinking Skills: Critical Thinking - Analyzing complex concepts and breaking them into components to create new understanding; Proposing and evaluating a range of solutions.	ATL Skills: Thinking Skills: Critical Thinking - Identifying and evaluating proposals.
		Summative/Assessment Task with Criteria: Map-analysis test assessing: Knowledge & Understanding (a, b) + Performance task (writing an essay about one of Saudi Arabia's resources) assessing: Knowledge & Understanding (a, b) Inquiry (a, b, c, d)	Summative/Assessment Task with Criteria: Performance task (Shura Council simulation) assessing: Knowledge & Understanding (a, b) Inquiry (a, b, c, d) Communication(a, b, c)	Summative/Assessment Task with Criteria: Test assessing: Critical Thinking (a, b, c, d) Performance task (giving a presentation about the World Wars) assessing: Communication (a, b, c)	Summative/Assessment Task with Criteria: Performance task assessing: Critical Thinking Criterion A, B, D (all strands)



Subject	Grade Level	Unit 1	Unit 2	Unit 3	Unit 4
Arabic Social Studies Academic Year 2026-2027	Grade 10 (MYP 5)	Title/Focus: Geography of the Arab World	Title/Focus: Impact of the World Wars on the Arab World	Title/Focus: Bodies and Organizations	Title/Focus: Arab World Issues + Arab League Simulation
		AERO Standards: (3) A, C, E	AERO Standards: (2) B, E, G, D	AERO Standards: (7) A, D, F	AERO Standards: (2) C, D, K, J
		Content: Map of the Arab world; Natural features of the Arab world; Strengths and challenges of the Arab world (natural and human); Similarities and differences within the Arab world regionally from a natural perspective	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	Content: Political organizations (United Nations - Arab League); Religious organizations (Islamic Conference - Islamic Cooperation); Economic organizations (OPEC - World Trade Organization)	Content: A range of Arab issues of a political, economic, and social nature
		Number of Weeks: 6	Number of Weeks: 12	Number of Weeks: 5	Number of Weeks: 13
		Key Concept: Time, Place, and Space	Key Concept: Global Interactions	Key Concept: Systems	Key Concept: Global Interactions
		Related Concepts: Resources - Diversity	Related Concepts: Causality - Conflict - Cooperation	Related Concepts: Identity - Globalization	Related Concepts: Interdependence - Causality
		Global Context: Orientation in Space and Time	Global Context: Identities and Relationships	Global Context: Identities and Relationships	Global Context: Identities and Relationships
		Statement of Inquiry: Nations that share common foundations are able to build relationships among themselves and with the outside world, thereby meeting their needs in the long term.	Statement of Inquiry: Wars have political, military, and social dimensions on the affected region, reflecting their impact on human relations.	Statement of Inquiry: Non-formal institutions have shared mutual interests, objectives, and values, which are a positive indicator of the degree of national development.	Statement of Inquiry: Contemporary international issues have consequences for international relations, which work to confront these global challenges.
		MYP Objectives: Knowledge & Understanding (a, b)	MYP Objectives: Inquiry (a, b, c, d) Critical Thinking (a, b, c, d)	MYP Objectives: Knowledge & Understanding (a, b) Communication (a, b, c)	MYP Objectives: Inquiry (a, b, c, d) Communication (a, b, c) Critical Thinking (a, b, c, d)
		ATL Skills: Research Skills: Information Literacy - Accessing information for personal use and sharing with others; Collecting data and presenting results.	ATL Skills: Research Skills: Media Literacy - Identifying, organizing, analyzing, evaluating, synthesizing, and using information from a range of sources and media ethically; Information Literacy - Collecting, recording, and verifying data.	ATL Skills: Self-Management Skills: Organization Skills - Keeping and using a weekly planner for assignments and homework. Communication Skills: Communication through Language - Organizing and describing information in a logical manner.	ATL Skills: Communication Skills: Using appropriate writing formats for different purposes and audiences; Drawing conclusions and inferences; Reading critically for comprehension; Taking summary notes is useful for studying. Social Skills: Collaborative Skills - Reaching consensus; making fair decisions; listening actively; negotiating effectively; giving and receiving constructive feedback. Thinking Skills: Critical Thinking - Evaluating evidence and arguments; revising understanding based on new information.
		Summative/Assessment Task with Criteria: Task assessing: Knowledge & Understanding (a, b)	Summative/Assessment Task with Criteria: Individual research project: Writing two reports on the impact of the World Wars on the Arab world to assess: Inquiry (a, b, c, d) Critical Thinking (a, b, c, d)	Summative/Assessment Task with Criteria: Individual research project evaluating: Knowledge & Understanding (a, b) Communication (a, b, c)	Summative/Assessment Task with Criteria: Writing three reports on Arab world issues + Arab League Simulation to assess: Inquiry (a, b, c, d) Communication (a, b, c) Critical Thinking (a, b, c, d)