

**Grade: 7**

**Course Title: I&S MYP Year 2**

## Course Overview

7th Grade I&S will look at societies and the impact of change through the lens of different forms of government, changes brought by new technologies, and population shifts. Students will explore the opportunities and challenges brought on and about from these changes. In addition, students will examine the conditions in societies that create revolutions and subsequent changes to societies afterwards.

### Unit #1

### Title: How are societies governed?

Key Concept	Related Concept(s)	Global Context
Systems	Power	Fairness and development

#### Conceptual understanding(s):

Systems of government influence and shape degrees of individual freedom

#### Statement of Inquiry:

The governance of societies is organized by different systems that are used to distribute power, affecting fairness and development.

#### PA Academic Standards Social Studies:

- 5.1.7.C Explain how the principles and ideals shape local, state, and national government. ie Liberty / Freedom, Democracy, Justice, Equality
- 5.2.7.C Describe the role of political leadership and public service.
- 5.2.7.D Describe the citizen's role in the political process.
- 5.3.7.A Compare and contrast the responsibilities and powers of the three branches of government.
- 5.3.7.B Define and compare the role and structure of local, state, and national governments.
- 5.3.7.C Describe how local, state, and national governments provide services.
- 5.3.7.D Identify leadership positions and the role of political party affiliation at the local, state, and national levels.
- 5.3.7.J Identify various types of governments.
- 8.1.7.B Identify and use primary and secondary sources to analyze points of view for historical events
- 8.3.7.C Compare how continuity and change have impacted U.S. history - Politics and government
- 8.4.7.A Summarize the social, political, cultural, and economic contributions of individuals and groups in world history
- 8.4.7.C Differentiate how continuity and change have impacted world history

#### PA Standards Reading and Writing in History and Social Studies:

- CC.8.5.6-8.A Cite specific textual evidence to support analysis of primary and secondary sources.
- CC.8.5.6-8.B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CC.8.5.6-8.I Analyze the relationship between a primary and secondary source on the same topic.  
 CC.8.6.6-8.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
 CC.8.6.6-8.H Draw evidence from informational texts to support analysis, reflection, and research.  
 CC.8.6.6-8.I Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Content:**

- Monarchies, Democracies and Dictatorship as systems of government
- The History of Democracy
- Features of a totalitarian state
- Political parties in the US and Around the world and their impact on people's lives

**Skills:**

- Communicate ideas and information in a way that is appropriate for the audience and purpose
- Identify how primary and secondary sources contribute to our understanding of historical events
- Summarize information to make valid, well-supported arguments
- Develop contrary or opposing arguments
- Write to inform others
- Analyze concepts, issues, models, visual representation and/or theories

**Inquiry Questions:** (include factual, conceptual, debatable)

- **Factual:**  
What is a monarchy? What is the monarchy like in Japan and the UK? How does democracy work? How have modern democracies developed?
- **Conceptual:**  
How does a society's system of government contribute to fairness and development within that state?
- **Debatable:**  
To what extent does a society's system of government impact individual freedom? Explain your reasoning.

**Resources:**

Grace, Paul. "Unit 1: How are Societies Governed?" *Individuals and Societies for the IB MYP 3*, Hodder Education, 2017, pp. 2–31.

**Unit #2**

**Title: What are natural hazards and how do societies respond to them?**

Key Concept	Related Concept(s)	Global Context
Systems	Resources	Time, Space and Place

**Conceptual understanding(s):**

Changes in the natural environment have created challenges and opportunities for societies as they respond to them.

**Statement of Inquiry:**

Societies can be affected by different types of hazards and require innovative systems and resources in order to respond effectively to them.

**PA Academic Standards Social Studies:**

- 5.1.7.F Describe how the media uses political symbols to influence public opinion.
- 5.3.7.H Describe the influence of mass media on society.
- 5.4.7.D Identify mass media sources and how they report world events.
- 7.1.7.A Explain how common geographic tools are used to organize and interpret information about people, places, and environment.
- 7.1.7.B Explain and locate places and regions as defined by physical and human features.
- 7.2.7.A Explain the characteristics of places and regions.
- 7.2.7.B Describe the physical processes that shape patterns on Earth's surface.

**PA Standards Reading and Writing in History and Social Studies:**

- CC.8.5.6-8.D Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CC.8.5.6-8.C Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- CC.8.6.6-8.E Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- CC.8.6.6-8.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.5.6-8.G Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CC.8.5.6-8.D Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**Content:**

- Plate tectonics
- Causes and consequences of earthquakes and volcanoes
- Different responses that societies have used to deal with natural disasters
- Case studies of natural hazards and how societies have responded to them through economic impact, humanitarian impact and environmental impact
- Social media and its impact on international response to disasters

**Skills:**

- Demonstrate knowledge and understanding of subject specific content and concepts through descriptions, explanations, and examples
- Use methods to collect and record relevant information
- Structure information and ideas logically
- Analyze a range of sources/data in terms of origin and purpose, recognizing value and limitations
- Explain why geologic events occur in certain places and regions and the impact on humans
- Demonstrate awareness of media interpretations of events and ideas

**Inquiry Questions: (include factual, conceptual, debatable)**

- **Factual:**  
How is the Earth structured? What are plate tectonics? What are the causes and consequences of earthquakes and volcanoes?

- **Conceptual:**

How do disasters affect the identities of societies? What kinds of challenges and opportunities are created by these disasters?

- **Debatable:**

To what extent does the wealth of a country protect it from the impact of natural disasters?

**Resources:**

Grace, Paul. "Unit 2: What Are Natural Hazards and How Do Societies Respond to Them?" *Individuals and Societies for the IB MYP 3*, Hodder Education, 2017, pp. 32–59.

**Unit #3**

**Title: How can new technologies affect our identities and relationships?**

Key Concept	Related Concept(s)	Global Context
Global interactions	Perspective; Innovation and Revolution	Identities and Relationships

**Conceptual understanding(s):**

New technologies impact our relationships and how we interact with others both locally, nationally and globally.

**Statement of Inquiry:**

Technological innovations have different effects on our identities and relationships with others.

**PA Academic Standards Social Studies:**

5.3.7.H Describe the influence of mass media on society.

5.4.7.D Identify mass media sources and how they report world events.

6.4.7.C Explain how multinational corporations and other non-government organizations contribute to economic interdependence.

6.4.7.D Explain how transportation, communication networks, and technology contribute to economic interdependence.

8.1.7.C Form a thesis statement on an assigned topic using appropriate primary and secondary sources.

8.3.7.A Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.

8.3.7.C Compare how continuity and change have impacted U.S. history. Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations

8.4.7.A Summarize the social, political, cultural, and economic contributions of individuals and groups in world history

8.4.7.C Differentiate how continuity and change have impacted world history - commerce and industry, technology, social organizations

**PA Standards Reading and Writing in History and Social Studies:**

CC.8.5.6-8.H Distinguish among fact, opinion, and reasoned judgment in a text.

CC.8.5.6-8.D Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CC.8.6.6-8.G Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CC.8.6.6-8.A Write arguments focused on discipline-specific content.

- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

**Content:**

- Major technological breakthroughs in history
- The impact of modern technologies such as television and the computer on our identities and relationships with others
- The impact of the computer on life, learning, work, communication, industry, creativity and war
- The possibilities for positive changes from technological advancements

**Skills:**

- Develop multiple opposing, contradictory and complementary arguments
- Use a variety of speaking techniques to communicate with a variety of audiences
- Analyze various sources of information and make connections between them
- Formulate factual, topical and debatable questions

**Inquiry Questions: (include factual, conceptual, debatable)**

- **Factual:**  
What have been some of the major technological breakthroughs in history? How did televisions shape society? How have computers changed the way we live and work?
- **Conceptual:**  
In what ways does technology affect our identity and relationships? In what ways can technology affect global interactions?
- **Debatable:**  
To what extent, if any, does technology harm our relationships with others?

**Resources:**

Grace, Paul. "Unit 3: How Can New Technologies Affect Our Identities and Relationships." *Individuals and Societies for the IB MYP 3*, Hodder Education, 2017. pp. 60-79.

**Unit #4**

**Title: Where are all the people?**

Key Concept	Related Concept(s)	Global Context
Change	Equity	Globalization and Sustainability

**Conceptual understanding(s):**

As humans experience change, populations shift and inequities become more visible.

**Statement of Inquiry:**

The population of human societies changes due to a variety of processes, and sustainable development can help to promote more equity in these societies

**PA Academic Standards Social Studies:**

- 5.4.7.A Identify how countries have varying interests.
- 5.4.7.B Describe how countries coexist in the world community.
- 7.3.7.A Describe the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities
- 7.4.7.A Describe and explain the effects of the physical systems on people within regions.
- 7.4.7.B Describe and explain the effects of people on the physical systems within regions.
- 8.1.7.A Demonstrate continuity and change over time using sequential order and context of events
- 8.1.7.B Identify and use primary and secondary sources to analyze multiple points of view for historical events
- 8.1.7.C Form a thesis statement on an assigned topic using primary and secondary sources
- 8.3.7.C Compare how continuity and change have impacted U.S. history - physical and human geography
- 8.4.7.A Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
- 8.4.7.C Differentiate how continuity and change have impacted world history - physical and human geography
- 8.4.7.D Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

**PA Standards Reading and Writing in History and Social Studies:**

- CC.8.6.6-8.G Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- CC.8.5.6-8.G Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CC.8.5.6-8.F Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CC.8.5.6-8.E Describe how a text presents information (e.g., sequentially, comparatively, causally).
- CC.8.6.6-8.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Content:**

- World population changes over time and processes that allow this to happen
- Different models of population change
- Social issues in different societies due to population change.
- The role of sustainable development in the promotion of more equitable and fair societies.

**Skills:**

- Make connections between various sources of information
- Collect, analyze and interpret data and share results

- Develop appropriate forms of writing for different purposes and audiences (focus on informational, explanatory, argumentative writing)
- Recognize different perspectives and explain their implications

**Inquiry Questions: (include factual, conceptual, debatable)**

- **Factual:**  
What has been the pattern of global population change? How can we model population change? What are some of the social issues that can be caused by population change? How can sustainable development promote equity in societies?
- **Conceptual:**  
What processes contribute to population change? What are the features of equitable and fair societies?
- **Debatable:**  
Should governments try to control the size of their populations?

**Resources:**

Grace, Paul. "Unit 4: Where Are All the People?" *Individuals and Societies for the IB MYP 3*, Hodder Education, 2017, pp. 80–105.

**Unit #5**

**Title: What is culture?**

Key Concept	Related Concept(s)	Global Context
Time, space and place	Culture; Identity	Personal and cultural expression

**Conceptual understanding(s):**

Culture is an integral part of our identities, our organizations, and is dependent on time and space.

**Statement of Inquiry:**

Culture, dependent on time, space and place, forms a part of our shared identity and can be expressed in many ways.

**PA Academic Standards Social Studies:**

- 8.1.7.A Demonstrate continuity and change over time using sequential order and context of events
- 8.3.7.A Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history
- 8.3.7.C Compare how continuity and change have impacted US history
- 8.3.7.D Examine conflict and cooperation among groups and organizations in U.S. history. ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability
- 8.4.7.A Summarize the social, political, cultural, and economic contributions of individuals and groups in world history
- 8.4.7.B Explain the importance of historical documents, artifacts, and sites which are critical to world history
- 8.4.7.C Differentiate how continuity and change have impacted world history. Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations

**PA Standards Reading and Writing in History and Social Studies:**

CC.8.6.6-8.B Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style and objective tone.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

CC.8.6.6-8.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.6-8.D With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**Content:**

- Culture and the different ways it can be expressed.
- The cultural iceberg
- Multiculturalism
- Subcultures
- Cultural heritage
- Material culture
- Explore different examples of cultural identity and its role in different societies.
- Cultural preservation

**Skills:**

- Formulate/choose a clear and focused research question, examining its relevance
- Formulate and follow an action plan to investigate a research question
- Organize and depict information logically
- Analyze a range of sources/data in terms of origin and purpose, recognizing value and limitation

**Inquiry Questions: (*include factual, conceptual, debatable*)**

- **Factual:**  
What is culture? How can culture be expressed? What is multiculturalism? How do different organizations create their own culture?
- **Conceptual:**  
How does culture depend on time, place and space? How can conflict threaten culture?
- **Debatable:**  
Do animals have culture? Is it possible to define culture?

**Resources:**

Grace, Paul. "Unit 5: What Is Culture?" *Individuals and Societies for the IB MYP 3*, Hodder Education, 2017, pp. 106–127.

Unit #6		Title: Why do societies experience revolutions?	
Key Concept	Related Concept(s)	Global Context	
Change	Causality; Significance	Orientation in space and time	
<b>Conceptual understanding(s):</b> Revolutions are both the result of changes and subsequently create changes.			
<b>Statement of Inquiry:</b> At different times and locations, societies can experience revolutionary change, due to a variety of causes and often with long-lasting consequences.			
<b>PA Academic Standards Social Studies:</b> 5.3.7.H Describe the influence of mass media on society. 6.1.7.A Explain how limited resources and unlimited wants cause scarcity. 6.1.7.B Compare decisions made because of limited resources and unlimited wants.Describe how resources are combined to produce different goods and services. 6.1.7.C Define opportunity cost and describe the opportunity cost of personal choice. 6.1.7.D Explain how positive and negative incentives affect behavior. 8.1.7.A Demonstrate continuity and change over time using sequential order and context of events 8.1.7.B Identify and use primary and secondary sources to analyze multiple points of view for historical events 8.3.7.B Examine the importance of significant historical documents, artifacts, and places critical to United States history 8.4.7.D Explain how conflict and cooperation among groups and organizations have impacted the history of the world. 8.4.7.C Differentiate how continuity and change have impacted world history			
<b>PA Standards Reading and Writing in History and Social Studies:</b> CC.8.5.6-8.H Distinguish among fact, opinion, and reasoned judgment in a text. CC.8.5.6-8.I Analyze the relationship between a primary and secondary source on the same topic. CC.8.5.6-8.A Cite specific textual evidence to support analysis of primary and secondary sources. CC.8.5.6-8.D Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.			
<b>Content:</b> <ul style="list-style-type: none"><li>● Revolution</li><li>● Causes and consequences of the Russian Revolution</li><li>● Causes and consequences of the Chinese Revolution</li><li>● Factors that determine significance of an event</li><li>● Political, social and technological/industrial revolutions</li><li>● Role of propaganda in revolutions</li></ul>			
<b>Skills:</b> <ul style="list-style-type: none"><li>● Analyze concepts, issues, models, visual representation and/or theories</li></ul>			

- Use methods to collect and record relevant information
- Produce a research paper based on evidence and multiple sources
- Evaluate the research process and results
- Structure information and ideas according to task
- Communicate information in a way that is appropriate for audience and purpose

**Inquiry Questions: (include factual, conceptual, debatable)**

- **Factual:**  
What is a revolution? What were the causes and consequences of the Russian Revolution? What role does propaganda play in revolutions? What were the causes and consequences of the Chinese Revolution?
- **Conceptual:**  
What are the different types of revolution? What factors determine the significance of an event?
- **Debatable:**  
Do revolutions always lead to progress?

**Resources:**

Grace, Paul. "Unit 6: Why Do Societies Experience Revolutions?" *Individuals and Societies for the IB MYP 3*, Hodder Education, 2017, pp. 128–149.

TO BE REMOVED FOR FINAL PDF...

## Economics Consider for an IDU

<b>Goods and Services</b>	6.2.7.A Describe the interaction of consumers and producers of goods and services in the state and national economy.
<b>Market Competition</b>	6.2.7.B Explain why and how market competition takes place.
<b>Advertising and Media</b>	6.2.7.C Explain how advertising influences economic decisions.
<b>Price Determination</b>	6.2.7.D Explain the effects that changes in price have on buyers and sellers.
<b>Economic Health</b>	6.2.7.E Explain the causes and effects of expansion and contraction of businesses.
<b>Private Economic Institutions</b>	6.2.7.F Explain the influence of private economic institutions on the local and state economy.
<b>Economic Systems</b>	6.2.7.G Examine how various economic systems address the three basic questions. What to produce? How? For whom?
<b>Factors Influencing Wages</b>	6.5.7.A Describe how people are compensated for their production of goods and services.
<b>Labor Productivity</b>	6.5.7.B Describe the characteristics of productive workers.
<b>Types of Businesses</b>	6.5.7.C Intentionally Blank
<b>Profits and Losses</b>	6.5.7.D Explain the relationship between risk and reward.
<b>Distribution of Wealth</b>	6.5.7.E Describe how people accumulate tangible and financial assets through income, saving, and financial investment.
<b>Entrepreneurship</b>	6.5.7.F Explain the role of entrepreneurship in Pennsylvania.

<b>Costs and Benefits of Saving</b>	6.5.7.G Identify the costs and benefits of various financial tools available to savers.
<b>Interest Rates</b>	6.5.7.H Identify the effect of higher and lower interest rates.