

IB Subject Group: Individuals and Societies
Course: US History
Year: 4

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
National Growth Changes American Society Migration, Immigration & Industrialization, 1870-1914	Change	Causality (cause/consequence); Culture; Innovation and revolution	Scientific and technical innovations	Migration of people and technological innovations cause changes within a society.	Criterion A: Knowing and understanding (i), (ii) Criterion C: Communicating (i), (ii) Criterion D: Thinking critically (ii), (iv)	Self-Management • Time management-including keeping to deadlines Communication • Being informed-including the use of a variety of media and primary sources Social • Accepting others-including analyzing other's ideas, respecting others' points of view, using ideas critically	Standards Addressed LS 1: National Growth: What were the major causes of change in the 1800s and early 1900s? LS.2 Growth Transforms the West: The American West – Land of Opportunity? LS 3 Economic Growth: Why did Industrialization Accelerate? LS 4 Demographic Growth: Why did Economic Growth Lead to increased Diversity?
Urbanization and Reform: 1890 - 1919	Change	Conflict, Governance	Globalization & Sustainability	Societal conflict leads to change in governance.	Criterion B - Investigating (iii - iv) Criterion C - Communicating (i - iii)	Communication • Communication Skills Self-management • Organization Skills	American history from 1890 - 1919
The U.S. and World War II, 1939-1945	Change	Governance, causality, conflict	Identities and relationships	Conflict causes change in national identities.	Criterion A - Knowing and Understanding (i - ii) Criterion D - Thinking Critically (ii)	Research • Information Literacy skills Communication • Communication Skills	American history 1930-1948 Causes of World War II Results of World War II
Cold War Polics at Home and	Change	Governance, causality, conflict	Personal and Cultural Expression	Cultural conflict causes changes in	Criterion C - Communicating (i)	Research Skills - Information literacy	American history 1946 - 1963 Causes of Cold War

Abroad, 1946-1963				government and society.	Criterion D - Thinking Critically (i - iii)		Events of the Cold War prior to 1963
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IB Subject Group: Individuals and Societies

Course: NSL Government

Year: 5

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Participation in the Political Process	Systems	Process, Perspective, Identity, Choice	Orientation in space and time	The political processes influences the broader systems of government through an inquiry of the relationship between and the interconnectedness of individuals and civilizations from personal and local perspectives	Criterion A: Knowing and Understanding (i - iii) Criterion D - Thinking Critically (i-ii)	Thinking <ul style="list-style-type: none"> Transfer - Consider ideas from other perspectives and points of view in a debate 	Political parties, interest groups, demographics, referendum, initiative, politics, suffrage, liberal, moderate, conservative, ideology, lobbyists, PAC, Platform, incumbent, constituents, electorate, electoral college, reapportionment, Gerrymandering, census, redistricting, Democrats, Republicans, third party, NGO, voting patterns, petition, Grassroots, Media, Primary, secondary elections, caucus,
Powers and Functions: Executive, Legislative, and Judicial	Relationships	Governance, Power, Processes	Globalization and Sustainability	Students will evaluate the relationships among the three branches of government by exploring governance, power, and processes in order to develop an understanding of	Criterion B All strands Criterion C All strands	Thinking: Applying Knowledge and Concepts: including logical progression of arguments. Reflection: Inquiring: including questioning and	1 .Evaluate how the principles of government assist and impede the functioning of government. 2. Determine the degree to which the

				globalization and sustainability.		challenging information and arguments, developing questions, using the inquiry cycle.	<p>three branches of government have maintained a balance between protecting rights and the common good. (G 1.2.1, 1.2.3, 1.2.4)</p> <p>3. Analyze the powers, responsibilities, and limitations of elected and appointed officials in the national legislative, executive, and judicial branches. (G 1.1.2)</p> <p>4. Compare the national and state governments with emphasis on the structures, functions, and authority of each; how power and responsibility are distributed, shared, and limited in the system of federalism established by the U.S. Constitution. (G 1.1.1, 1.1.2)</p> <p>5. Analyze current examples of contributions of individuals and groups to initiate change in governmental policies and institutions. (G 1.1.4)</p> <p>6.. Evaluate the ways in which the</p>
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							government policy is shaped and set, including the influence of political parties, interest groups, lobbyists, the media, and public opinion.
Establishing Justice and Protecting Rights	Change	Rights Conflict Government	Personal and Cultural Expression	In the U.S., ideals of rights and equality have been influenced over time by political, economic, and social change	Objective A: All strands Objective C: All strands	Thinking: critical thinking skills	Review major supreme court cases break out for mock trials make connections to their lives via court cases that affect students Have students explain the value of these court cases Examine the difference between criminal and civil law. mock trial
Foreign Policy	Global Interactions	Interdependence, power, trade, globalization	globalization and sustainability	Nations form alliances to protect their military, culture and economic interests	Objective B: All strands Objective D: All strands	<i>Thinking Skills</i> <i>Critical Thinking</i> <ul style="list-style-type: none"> ● analyze concepts, issues, models, visual representation and/or theories ● summarize information to make valid, well-supported arguments ● analyze a range of sources/data 	Roles of the President International Aide Organizations How the government works with other governments around the world How the government gets other governments to do what it wants How the governments creates relationships, alliances, and wars.

							<i>a in terms of origin and purpose, recognizing values and limitations</i> <ul style="list-style-type: none"> • recognize different perspectives and explain their implications 	Cold War Decision making process of foreign policy.
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IB Subject Group: Individuals and Societies

Course: International Cultures and Cuisines

Year: 4/5

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Kitchen Essentials-Professionalism and Techniques	Systems	Cooperation Consumption Trade	Globalization and Sustainability	Students will apply principles of cooperation, consumption, and trade to hospitality commerce systems through an inquiry into globalization and sustainability.	Criterion A: Knowing and Understanding -Students will demonstrate knowledge of the kitchen brigade system by executing it in various lab settings. -Students will analyse profitability and business sustainability by calculating various cost-outs for a wide range of menu items. -Students will reflect upon various restaurant themes		1-Kitchen Brigade System. Students will demonstrate knowledge of the various jobs in the kitchen by utilizing the "Kitchen Brigade" system in various lab settings. PPT documenting jobs and there roles conducted prior to lab. 2-Recipe Conversion-Students will demonstrate recipe conversion knowledge by converting sample recipes with 100% accuracy. 3-Cost out. Students will be able to cost out a lab recipe given a chocolate chip cookie recipe to industry standard. 4-Business plan template creation. Students will analyze presentation requirements given a sample business plan by creating their own to industry

					<p>and structures by examining case studies in an effort to determine their preferences within the industry.</p> <p>Criterion C: Thinking Creatively -Students will outline a business operation by designing a menu complete with cost out for a hospitality business they would like to open.</p>		standard.
Preparation and Serving Methods for Fruits and Vegetables	Change	Sustainability, Innovation and Revolution	Scientific and Technological Innovation	Students will evaluate sustainability, innovation, and revolution by examining change in fruit and vegetable aesthetics via a culinary inquiry into scientific and technological innovation.	<p>Criterion A: Knowing and Understanding</p> <p>i. use a wide range of terminology in context</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.</p> <p>Criterion B: All strands</p> <p>Criterion D: All strands</p>		<p>Lesson on Fruit Techniques-PPT presentation and cooking demos displaying techniques used to speed ripening, juice, puree, and store fruit. Formative assessment to follow applying their knowledge to theoretical chef requests.</p> <p>Lesson on Apples-In class demo day before lab reviewing proper procedure for slicing, dicing, and creating an “apple bird”. Demonstrate acids, bases, and neutral storage solutions to prevent apple browning. Follow up next day with Formative Assessment “Apple Olympics” Lab.</p> <p>-Lesson on Poached Pears and Homemade Ice Cream. Demonstrate proper procedure to make homemade vanilla ice cream and procedure to poach pears.</p> <p>-Vegetable Preparation Lessons-master various vegetable preparation methods</p>

							through instructor led demonstrations followed by lab recreations. Roasting, Steaming, and Grilling to be executed.
International Foods	Communication/Culture	Cooperation/Diversity Tradition	Personal and Cultural Expression	The diversity and similarities among varying world cultures is expressed through traditional dining and cultural practices from around the world.	Criterion A: All strands Criterion B: All strands Criterion D: All strands		
Developing Service and Professionalism Skills	Global Interactions	Processes Perspective Causality	Personal and Cultural Expression	People can present themselves best by improving interactions to change the perspective and recognize the causality of written and cultural expression as it relates to the workplace.	Criterion C: All strands	Self Management - Organization Skills <ul style="list-style-type: none"> Set goals that are challenging and realistic Plan strategies and take action to achieve personal and academic goals 	ProStart Learning Objectives Section 10.1 10.1 Explain the importance of customer service to the restaurant and foodservice industry. 10.2 List the reasons for making a good first impression and give examples of how to make one. 10.3 Describe the types of customers that may have special needs. 10.4 Identify ways to identify customer needs. Section 10.2 10.5 Outline the process for receiving and recording reservations and special requests. 10.6 Outline the process for taking orders at the table, beginning with the greeting. 10.7 Define suggestive selling, and give examples of how to do it. 10.8 Identify basic guidelines for serving alcohol to guests. 10.9 List methods for processing payment. 10.10 List ways to obtain feedback from guests and determine their satisfaction. 10.11 Explain how customer complaints should be resolved. Section 10.3 10.12 Describe the four traditional styles of service: American, French, English, and Russian. 10.13 Identify contemporary styles of service. 10.14 Demonstrate setting and clearing items properly. 10.15 Describe traditional service staff roles, and list the

							<p>duties and responsibilities of each. 10.16 Identify various server tools and the correct way to stock a service station.</p> <p>12.18 Identify career opportunities in the restaurant and foodservice industry.</p> <p>12.10 List the steps to an effective job interview. 12.11 Identify the differences between closed- and open-ended questions in interviews.</p> <p>12.1 Identify skills needed by foodservice professionals. 12.2 Outline a plan for an effective job search. 12.3 Write a resume that lists your experience, skills, and achievements. 12.4 Write an effective cover letter. 12.5 Compile the best examples of your work into a portfolio.</p>
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IB Subject Group: Individuals and Societies

Course: Child Development

Year 4/5

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Intro to Development: Birth-5 Years	Systems	-Biological components of human development -Environmental impacts on development	Scientific and Technical Innovations	Child development is influenced by biological and environmental systems which can be regulated partially through scientific and technological innovations.	Criterion C: All strands Criterion D: All strands	Communication <ul style="list-style-type: none"> Communication Skills -> Consider ideas from other perspectives and points of view in a debate. 	-Students will be able to use a wide variety of terminology in context. -Students will be able to demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

		<p>-Cultural attitudes towards development</p> <p>-Technological innovations for keeping children safe</p>					<p>-Students will be able to formulate a clear and focused research question and justify its relevance.</p> <p>Students will be able to use research methods to collect and record appropriate, varied and relevant information.</p> <p>-Students will be able to evaluate the process and results of the investigation.</p> <p>-Students will be able to communicate information and ideas effectively using an appropriate style for the audience and purpose.</p> <p>-Students will be able to structure information and ideas in a way that that is appropriate to the specified format.</p> <p>-Students will be able to document sources of information using a recognized convention.</p> <p>-Students will be able to discuss concepts, issues, models, visual representation and theories.</p> <p>-Students will be able to synthesize information to make valid, well-supported arguments.</p> <p>-Students will be analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations.</p> <p>-Students will be able to interpret different perspectives and their implications.</p>
Intro to Social and Emotional Development	Communities	<p>-Family Structures</p> <p>-Community Roles</p> <p>-Cultural Influences</p>	Identities and Relationships	Social and emotional development in children is influenced by a variety of societal factors and can be positively shaped by the	<p>Criterion A: All Strands</p> <p>Criterion B: All strands</p>	<p>Thinking Skills</p> <ul style="list-style-type: none"> • Critical Thinking -Consider ideas 	<p>-Brainstormed holiday celebrations around the world.</p> <p>-Used maps/globe to select a country for research.</p> <p>- Socratic discussion "Does</p>

				modeling of traits valued by the community.		from other perspectives and points of view in a debate	globalization impact how we teach children to successfully interact with one another?" -Teacher support customized to each group's country/holiday selection.
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