

**NISV**

**Navrachana International  
School, Vadodara**

Educating - Empowering - Enlightening

## **MYP SUBJECT GROUP OVERVIEW (SGO) INDIVIDUALS AND SOCIETIES**



<b>MYP YEAR 1 INDIVIDUALS AND SOCIETIES</b>							
<b>Unit title</b>	<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>	<b>Statement of inquiry</b>	<b>MYP subject group objective(s)</b>	<b>ATL skills / Learner Profile</b>	<b>Content (topics, knowledge, skills)</b>
<b>Diversity and Equality 40 Sessions</b>  <b>@ 40 min.</b>	Change	Rights, Government	Fairness and Development Area of exploration: Democracy Inequality Differences and Inclusion, Rights  (Service as action-Myp Conclave)	For positive change to occur it is essential to include and empower individuals with rights that lead to fairness and development of all in society.	B: Investigating (i,ii,iii,iv) C: Communicating (i,ii,iii)	Social Skill collaboration Self management Organization skills Learner Profiles Principled Balanced Open-minded	What is diversity and how it can enrich for an individual's life? Types of diversity and diversity in India; How historical and geographical factors influence diversity; Unity in Diversity; what is inequality and discrimination? What is the difference between inequality, diversity and equity? What is apartheid? What is stereotype, prejudice and discrimination; Types of stereotype, prejudice and discrimination; Types of discrimination that exist in our society; How can we move towards equality; what is government? Function of Government; Levels of the government; Forms of government Monarchy, Dictatorship; Democracy and Who Rules document; Comparing different government; Difference between the Parliamentary and Presidential form of democratic government. Constitution and types of government; Key elements of democratic government- How do citizens participant in the democratic process Right to vote, right to opinion. Why are equality and justice important in a democracy? Notes given in class.

**SGO - INDIVIDUALS AND SOCIETIES**

<p><b>Maps and Globe</b> <b>40 Sessions</b> <b>@ 40 min.</b></p>	<p>Time, place and space</p>	<p>Scale; Pattern and trends; Perspective</p>	<p>Orientation in space and time Area of Exploration: Scale, Boundaries</p>	<p>Maps provide insight into time, place and space and show how the world has changed over time, but they can be affected by different perspectives.</p>	<p>A: Knowing and understanding  (i,ii)  D: Thinking Critically (i,ii,iii,iv)</p>	<p>Thinking skills Creative and Critical Research Skill Information Literacy Learner Profiles Thinker, Inquirer Knowledgeable</p>	<p>1) What are maps; types of maps Physical, Political, Thematic, Historical, Special. 2) Key elements of a map and how we use them to read maps (DOGSTAILS). 3) What is a globe and its features 4) Difference between a globe and a map. 5) What are latitudes and longitudes; their characteristics and importance 6) How do we locate places based on longitude and latitude (Grid system). 7) Understanding the concept of time based on longitudes Greenwich time, Local time and Standard time. 8) Earth's rotation and revolution 9) Seasons, climate and why do we experience them. 10) How can map help us understand time, place and space. 11) Can we always trust map.</p>
<p><b>Where do we live</b> <b>40 sessions</b> <b>@ 0 min.</b></p>	<p>Change</p>	<p>Processes; Sustainability</p>	<p>Identities and Relationships <b>Area of Exploration:</b> Transitions, Lifestyle choices</p>	<p>Settlements develop and change due to a variety of processes and their sustainability allows them to function successfully,</p>	<p>B: Investigating (i,ii,iii,iv)  D: Thinking Critically (i,ii,iii,iv)</p>	<p>Communication Skills Research Skill Information Literacy Media Literacy Learner Profiles communicator, Inquirer</p>	<p>hierarchy. 6) Sphere of influence. 7) Types of changes that occur in settlement- social, economic, political, environmental and cultural. 8) What is urbanization 9) Why do people migrate? Reasons. 10) Push and pull factors. 11) What services do urban areas usually provide? 12) Reasons some settlement abandonment challenges faced</p>

				affecting the identity of that location		Knowledgeable	13) Sustainability and the three pillars of sustainability. 14) how can we promote sustainability in settlement
<b><u>Hazards and disaster</u></b> s 35 sessions @ 40 min.	System	Processes; Causality (cause and consequences)	Scientific and Technological Innovation <b>Area of Exploration</b> Natural and human landscapes and resources	Scientific and technological innovation may help individuals to live in dangerous areas and survive the consequence of hazards/disasters which may be caused due to systemic imbalance of Processes.	A: Knowing and understanding (i,ii) C: Communicating (i,ii,iii)	<b>Thinking skills</b> Critical <b>Research Skill</b> Information Literacy  <b>Learner Profile</b> Thinker Knowledgeable Inquirer Reflective	1) What are Disasters, 2) What are Hazards, 3)Difference between a disaster and a hazard, 4)What are the different types of Hazards and disasters - natural and man-made, 5)Effects of disasters, 6) Disaster Management, Precautions to be taken during a disaster, Coping up with the disasters, 7) Disaster Management Cycle 8) Natural Disasters - (a) Earthquakes reasons, precautions and coping with earthquakes; (b) Floods- reasons, precautions and coping with floods; (c) Cyclone- reasons, precautions and coping with cyclone; (d) Droughts reasons, precautions and coping with droughts. 9)Man Made Disasters- (a)Fire- related disasters and preparedness for accident; (b) Nuclear related disaster and coping techniques; (c) Chemical related disaster and coping techniques; (d) Biological related disaster and coping techniques; (e) Terrorism related disaster and coping techniques; (f) Travel related disaster and coping techniques

<b>MYP YEAR 2 INDIVIDUALS AND SOCIETIES</b>							
<b>Unit title</b>	<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>	<b>Statement of inquiry</b>	<b>MYP subject group objective(s)</b>	<b>ATL skills / Learner Profile</b>	<b>Content (topics, knowledge, skills)</b>
Unit 1- Geography Our Environment, Land, rocks and minerals. Earth, Atmosphere , Elements of weather and climate. .  40 sessions @ 40 min..	Change	Patterns and Trends.	Scientific and technical Innovation  Exploration: - Importance of weather forecast.	As climatic systems change so does the pattern of where and how we live.	A Knowledge and Understanding B Investigating. C Communicating D Thinking Critically.	Communication Skills LP Communicator Inquirer.	1-Environment, 2- Components of environment, 3- different types of environment, 4- land, layers of land, 5- rocks found on land, 6- Minerals found below the earth’s crust, 7-Earth’s movements, 8-folding and faulting.9- Mountains, plateaus and the plains. 10- Atmosphere, 11- Importance of Atmosphere. 12- Composition of atmosphere, 13- Structure of atmosphere. 14- Weather, climate, 15- Factors affecting temperature. 16- Atmospheric pressure,17- Factors influencing atmospheric pressure, 18- Pressure belts, Planetary wind (Permanent winds), 19- Local winds.
Unit 1 <b>Social and Political Life Democracy, Government at State.</b>  45 @ 40 min.	Systems	Powers	Identities and Relationships. Exploration - Role of state government, Equality, dignity, rule of law influence democracy as a political system.	Systems and their power affect the identities and relationships of people.	A- Knowledge and Understanding B Investigating C Communicating D - Thinking Critically.	Research Skills Thinking skills LP- Thinker, Inquirer,	1-Democracy in the Greek period, 2- Democracy in the Medieval period, 3- The 19th Century Democracy 4- Principles of Democracy, 5- Different form of government in Democracy 6- Different organs of democratic government,7- Universal adult franchise – the basis of modern democracy. 1-Legislature at state level. 2- Proportional representation by the single transferable vote system. 3- Functions of the Legislature. 4-

**SGO - INDIVIDUALS AND SOCIETIES**

							Executive at the state level. Factors involved in distribution of resources and services. Connections with English. Service and Action - Make the under privileged aware of their rights.
<b>Business Studies Unit 1 Media and Advertisements. Markets around us, 25 @ 40 min.</b>	System	Composition	Identities and relationships  Exploration Advertisements and media impact one's life.	Compositions of various systems of media and marketing help in changing the identities and relationships of people.	B Investigating C Communicating D - Thinking Critically.	Research Skills, Social Skills. Thinking Skills LP - Open minded Inquirer	1-What is a market? 2-Who is consumer and producer? 3- Different kinds of markets.4- Elimination of intermediaries. 5- Economy of the country. 6- Transportation and storage. 7-Selling and after sales services. 8-Why do we need advertising? 9- Importance of advertising. 10-Role of advertising. 11- Advertising and Brand building. 12- Different types of advertising. Connections with Digital Design
<b>Economics Unit 1 Human Resources 25 @ 40 min.</b>	Global Interactions	Powers	Identities and relationships Exploration; - Development of human resources	Global interactions through powers are affecting human resources globally.	A- Knowledge and Understanding	Social Skills, Self Management LP - Open- minded.	1-What is Human Resource? 2- 2. Population Distribution 3- Census.4- Migration.5- Dependency Ratio. 6- Literacy Ratio 7- Infant Mortality rate

**SGO - INDIVIDUALS AND SOCIETIES**

<b>MYP YEAR 3 INDIVIDUALS AND SOCIETIES</b>							
<b>Unit title</b>	<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>	<b>Statement of inquiry</b>	<b>MYP subject group objective(s)</b>	<b>ATL skills / Learner Profile</b>	<b>Content (topics, knowledge, skills)</b>
Unit 1- Global Tourism 40 sessions @ 40 min.	Global Interactions	Sustainability and networks	Globalization and Sustainability  Exploration: - Modern Tourism	Global Interactions have created a shrinking world in which tourism has a global impact.	A Knowledge and Understanding B Investigating. C Communicating D Thinking Critically.	Thinking Skills – Research Skills LP - Thinker	<ul style="list-style-type: none"> <li>• Growth of travel and tourism.</li> <li>• Tourism in my backyard.</li> <li>• The Grand Tour</li> <li>• Modern Tourism</li> <li>• Sustainable tourism</li> </ul>
Unit 2- Exploration 15 @ 40 min.	Change	Causality, Resources and Networks	Orientation in space and time.  Area Of Exploration : -	Aided by new technologies and driven by different motivations, diverse cultures come into contact across time, place and space with various results.	A Knowledge and Understanding B Investigating. C Communicating D Thinking Critically.	Communication Skills, Self Management Skills	<ul style="list-style-type: none"> <li>• Reasons for Exploration?</li> <li>• Impact of exploration</li> <li>• Case study of an explorer</li> </ul>
Unit 1 Title – The Establishment/ Expansion of British (Company)  Power, Tribal	System, Change	Conflict, cooperation	Personal and cultural expressions. Exploration: Development s during the British Rule.	Revolts are essential for change.	A Knowledge and Understanding D - Thinking Critically.	Research Skills LP Inquirer	1- Voyages of Discovery. 2- The formation of the European Trading Company with India. 3- The East India Company. 4-The Carnatic Wars. 5- Battle of Plassey/Battle of Buxar. 6-The reasons for the Success of the British. 7- What is a

## SGO - INDIVIDUALS AND SOCIETIES

<p>Societies and Colonialism,</p> <p>The Revolt of 1857, - March to Freedom, Path Beyond Freedom, 50 sessions @ 40 min..</p>							<p>evolt? 8- Causes of the Revolt of 1857. 9- Results of the Revolt. 10- Why did the revolt of 1857 fail? 11- Queen Victoria's Proclamation. 12- Reasons for the growth of nationalism. 13- Partition of Bengal. 14- The major movements. 15- Formation of Muslim league. 16 - Mahatma Gandhi. 17- The major movements. 18 - Gandhi-Irwin Pact. 19 - Round table conferences. 20 - Partition of India. 21 - Independence from the British. IDU with Performing Arts.</p>
<p>Unit - 1 Social and Political Life. Constitution, Government, Judiciary 30 sessions @ 40 min.</p>	Systems	Power and Culture	Globalization and Sustainability .	Systems and power in government affect the whole world.	A- Knowledge and Understanding D - Thinking Critically.	Thinking Skills, Research Skills, Self-management Skill. LP - Inquirer.	<ul style="list-style-type: none"> <li>• What is the Constitution?</li> <li>• The Preamble. • Importance of Constitution • Why are laws required? • Fundamental rights and Duties • What is a government? • What are its importance? • Lok Sabha • Rajya Sabha • What are laws? • Role of Judiciary in regard to laws. • Supreme Court</li> <li>• High courts</li> <li>• The police and the courts.</li> <li>• Process of investigation.</li> </ul>
<p><b>Business Studies</b> Unit 1 Business and its different</p>	Change	Strategy	Fairness and Development Exploration - Pollution caused by industries	Change in strategies adopted by firms will have fair business and help in its development.	B Investigating C Communicating	Self-management skills LP- Balanced, Reflective	<ul style="list-style-type: none"> <li>• 1- What are Industries? 2- Importance of Industries. 3- Classification of Industries. 4- Factors affecting location of Industries. 5- Industrial System. 6- Industrial Regions.</li> </ul>



## SGO - INDIVIDUALS AND SOCIETIES

forms. 25 @ 40 min.							
<b>Economics</b> Unit 1 The Economic Problem 25 @ 40 min.	Global Interaction	Power	Globalization and Sustainability .	Personal and social perspectives on the process and effects of globalization reflect local circumstances and values. (economic problem)	A- Knowledge and Understanding D - Thinking Critically.	Social Skills LP Open- minded	<ul style="list-style-type: none"> <li>• The Economic Problem</li> <li>• Factors of Production</li> <li>• Opportunity Cost</li> </ul>

MYP YEAR 4 INDIVIDUALS AND SOCIETIES – BUSINESS STUDIES

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills / Learner Profile	Content (topics, knowledge, skills)
<p><b>Introducing Business Studies</b></p> <p>1 session @ 40 minutes</p> <p><b>Understanding Business Activity</b></p> <p>20 sessions @ 40 minutes</p>	System	Structure	<p>Globalization and sustainability</p> <p><u>Exploration:</u></p> <p>Should earning profit be the sole motive of a business?</p>	<p>Is business activity required in all spheres of the economy?</p>	<p><b>Criterion A: Knowing and understanding</b> the students will demonstrate and exhibit their</p> <p><b>Criterion A: knowledge and understanding</b> of subject specific content and concepts through developed descriptions, explanations and examples.</p> <p><b>Criterion B: Investigating</b> students use research methods to collect and record appropriate, varied and relevant information and. Formulate a clear and focused research question and justify its relevance</p>	<p><b>Thinking skills</b> Consider ideas from other perspectives and points of view in a debate</p> <p><b>Communication communication skills</b>-the students will make inferences and draw conclusions.</p> <p><b>Research- Media literacy skills</b> seek a range of perspectives from multiple and varied sources.</p> <p><b>Thinking-Critical thinking skills</b> Revise understanding based on new information and evidence</p> <p><b>Learner Profile: Thinker</b></p>	<ul style="list-style-type: none"> <li>· Business Activity</li> <li>· Classification of business</li> <li>· Enterprise, Business ,growth and size</li> <li>· Types of business organization Business objectives and stakeholder objectives</li> </ul>
<p><b>People in Business</b></p> <p>15 sessions @ 40 minutes</p>	Global Interactions	Leadership	<p>Personal and cultural expression</p> <p><u>Exploration:</u> Connection</p>	<p>Management is all about Manage – Men – T (Tactfully) ;</p>	<p><b>Criterion A: Knowing and understanding</b> the students will demonstrate and exhibit their</p>	<p><b>Self Management Affective skills</b> managing state of mind.</p> <p><b>Thinking-</b></p>	<ul style="list-style-type: none"> <li>· Motivating workers</li> <li>· Organising and management</li> </ul>

**SGO - INDIVIDUALS AND SOCIETIES**

			between motivation and productivity.	The only factor of production with emotions ;Human Resources are the most important asset of any organization.	knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples. <b>Criterion B: Investigating</b> students use research methods to collect and record appropriate, varied and relevant information and. Formulate a clear and focused research question and justify its relevance <b>Criterion D:</b> Thinking critically discusses concepts, issues, models, visual representation and theories, interpret different perspectives and their implications	<b>Critical thinking skills</b> the students will analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding  <b>Communication skills</b> –the students will make inferences and draw conclusions.  <b>Learner Profile:</b> Caring Open minded	
<b>Marketing</b>  10 sessions @ 40 minutes	Communities	Globalization	globalization and sustainability  <u>Exploration:</u> Investing in costly state of the art machines	In today’s competitive world If products are not marketed properly can any firm survive?	<b>Criterion A: Knowing and understanding</b> the students will demonstrate and exhibit their knowledge and understanding of	<b>Research Information literacy skills-</b> the students will access information to be informed and inform others.	· Marketing and competition and the customer

			increases the price of a commodity. Is it justified ?		<p>subject-specific content and concepts through developed descriptions, explanations and examples.</p> <p><b>Criterion B: Investigating-</b> students use research methods to collect and record appropriate, varied and relevant information and.</p> <p><b>Criterion C: Communicating-</b> . Communicate information and ideas effectively using an appropriate style for the audience and purpose</p> <p><b>Criterion D:</b> Thinking critically- discusses concepts, issues, models, visual representation and theories, interpret different perspectives and their implications</p>	<p><b>Media literacy skills-</b> seek a range of perspectives from multiple and varied sources.</p> <p><b>Thinking-Critical thinking skills-</b> The students will learn to consider ideas from multiple perspective.</p> <p><b>Transfer skills—</b> the students will combine knowledge, understanding and skills to create products or solutions.</p> <p><b>Learner Profile:</b> Inquirer</p>	
<b>Financial Information and financial decisions</b>	Systems	Processes	<p>fairness and development</p> <p><u>Exploration:</u></p> <p>Do annual</p>	Why is finance the life blood of any business?	<b>Criterion A: Knowing and understanding</b> the students will demonstrate and exhibit their	<b>Communication communication skills-</b> the students will make inferences and	<ul style="list-style-type: none"> <li>· Business Finance : needs and sources</li> <li>· Cash Flow forecasting and working capital</li> </ul>

**SGO - INDIVIDUALS AND SOCIETIES**

<p>7 sessions @ 40 minutes</p>			<p>reports portray a true picture of the financial health of the firm?</p>		<p>knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.  <b>Criterion B: Investigating</b>          students use research methods to collect and record appropriate, varied and relevant information and. Formulate a clear and focused research question and justify its relevance  <b>Criterion C: Communicating- .</b>          Communicate information and ideas effectively using an appropriate style for the audience and purpose  <b>Criterion D: Thinking critically</b>          discusses concepts, issues, models, visual representation and theories, interpret different perspectives and their implications</p>	<p>draw conclusions.  <b>Self Management Organizational skills-</b> Select and use technology effectively and productively.  <b>Research-Media literacy skills</b>          seek a range of perspectives from multiple and varied sources.  <b>Thinking-Critical thinking skills</b>          Revise understanding based on new information and evidence   <u><b>Learner Profile:</b></u>           Principled          Open minded</p>	
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<p>Operations Management</p> <p>10 sessions @ 40 minutes</p>	<p>Systems</p>	<p>Processes</p>	<p>scientific and technical innovation</p> <p><u>Exploration:</u> What are the benefits of improving labour efficiency ?</p>	<p>Why do managers need to know the cost of managing their business?</p>	<p><b>Criterion A: Knowing and understanding</b> the students will demonstrate and exhibit their knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.</p> <p><b>Criterion B: Investigating</b> students use research methods to collect and record appropriate, varied and relevant information and. Formulate a clear and focused research question and justify its relevance</p> <p><b>Criterion C: Communicating-</b> . Communicate information and ideas effectively using an appropriate style for the audience and purpose</p> <p><b>Criterion D: Thinking critically</b></p>	<p><b>Research Information literacy skills-</b> the students will access information to be informed and inform others.</p> <p><b>Media literacy skills-</b> seek a range of perspectives from multiple and varied sources.</p> <p><b>Thinking-Critical thinking skills</b> The students will learn to consider ideas from multiple perspective.</p> <p><b>Transfer skills—</b> the students will combine knowledge, understanding and skills to create products or solutions.</p> <p><b>Learner Profile:</b> Risk takers</p>	<p>· Production of goods and services Costs , Scale of production economies and diseconomies of scale.</p>
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## SGO - INDIVIDUALS AND SOCIETIES

					discusses concepts, issues, models, visual representation and theories, interpret different perspectives and their implications		
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MYP YEAR 4 INDIVIDUALS AND SOCIETIES - ECONOMICS							
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills / Learner Profile	Content (topics, knowledge, skills)
The basic economic problem:  30sessions @ 40 min.	Systems	Scarcity, Sustainability	Fairness and development <b>Exploration</b>  1-inequality, difference and inclusion 2-human capability and development	Scarcity of resources relative to human wants is the central problem in economics.	A: Knowing and understanding- B : Investigating	Communication-through Language  Self-management  Learner profile: Knowledgeable Thinker, Communicator,	1-Choice and the allocation of resources. 2-What is the economic problem? 3-Factors of Production 4-The satisfaction of human wants 5-Opportunity cost: the cost of choice
The allocation of resources 30 sessions @ 40 min.	Change	Resources, Growth	Globalization and sustainability  <b>Exploration :</b> Markets, commodities and commercialization	Every country has an economy involving decisions about production, consumption and exchange of goods and services.	A: Knowing and understanding - C: Communicating	Thinking-Creative thinking skills Critical Thinking skills  Learner Profile: Knowledgeable, Thinker, Communicator, Principled and Balanced	1- Micro Economics and macro economics 2- The role of markets in allocating Resources 3- Demand 4- Supply 5- Price determination 6- Price changes 7- Price elasticity of demand and supply 8- Market Economic System 9- Market Failure 10- Mixed economic System
The individual as a consumer producers	Systems	Consumption , Trade	Personal and cultural expression <b>Exploration :</b>	The banking system in any modern	C: Communicating D: Thinking critically	Research-Media literacy skills Mindfulness Learner	1- The individual as producer, consumer and borrower. 2- Money and finance 3- Occupations and earnings



**SGO - INDIVIDUALS AND SOCIETIES**

and borrower 40 sessions @ 40 min			products, systems, institutions  <b>Service as Action:</b> Students to teach housekeeping on how to maintain personal expense record	economy ensure that there is enough money in circulation to finance production, consumption and exchange.		Profile: Risk-Taker, Knowledgeable, Principled, Thinker and Open-minded	4- The role of trade unions 5- Spending, saving and borrowing. Service as Action:
The Private firm as producer and employer 30 sessions @ 40 min.	Connections	Power, Model	Identities and relationships <b>Exploration :</b> • competition and cooperation	A firm may take a number of legal forms according to how it is owned, controlled and financed.	A: Knowing and understanding C: Communicating  D: Thinking critically	Communication Communication Skills- through. <b>Learner Profile:</b> <b>Communicator, Thinker, Knowledgeable and Principled</b>	1-Types of business organization. 2-Organization of production. 3-The growth of firms. 4-Competitive Markets 5-Price and non price competition
The role of Government in an economy. 30 sessions @ 40 min.	Development	Growth, Globalization	Fairness and development <b>Exploration :</b> • Democracy, politics,  government and civil society	To achieve its macro-economic objectives a government influences the aggregate demand and aggregate supply in the economy.	A: Knowing and understanding B : Investigating	Research Information literacy Media literacy skills Thinking-Critical. Transfer skills <b>LP:</b> <b>Communicator, Thinker, knowledgeable, Reflective and Principled</b>	1-Government economic policy. 2-Types of goods and services provided by government. 3-Roles of government. 2-Taxation

MYP YEAR 5 INDIVIDUALS AND SOCIETIES – BUSINESS STUDIES

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills / Learner Profile	Content (topics, knowledge, skills)
<p><b>Section 6</b>  <b>External influences on business activity</b></p>	Systems	Strategy	Fairness and development. Globalisation <b>Service as Action:</b> The students spread awareness about environmental issues	How important is sustainable development in the current scenario?	<p><b>Criterion A: Knowing and understanding</b> the students will demonstrate and exhibit their knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.</p> <p><b>Criterion B: Investigating</b> students use research methods to collect and record appropriate, varied and relevant information and.</p> <p><b>Criterion D:</b> Thinking critically discusses concepts, issues, models, visual representation and theories, interpret different perspectives and their implications</p>	skim texts to build understanding. <b>Self Management Reflective Skills and Affective Skill-</b> the students will develop new skills, techniques and strategies for effective learning. <b>Research- Media literacy skills</b> the students will learn to locate, orga sessions @ 40 minutes analyse, evaluate, synthesize and ethically use information from a variety of sources and media  <b>Learner Profile:</b>  Reflective Caring	· Economic Issues · Environmental and ethical issues Business and international economy
<p><b>Operations Management</b>                      15 sessions @ 40</p>	Systems	Processes	scientific and technical innovation	Why do managers need to know the cost of managing their business?	<p><b>Criterion A: Knowing and understanding</b> the students will demonstrate and exhibit</p>	<p><b>Research Information literacy skills-</b>the</p>	Break even analysis Achieving quality production Location Decisions

minutes			<p><u>Exploration</u> : How does BE analysis help managers?</p>		<p>their knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.</p> <p><b>Criterion B: Investigating</b> students use research methods to collect and record appropriate, varied and relevant information and. Formulate a clear and focused research question and justify its relevance</p> <p><b>Criterion C: Communicating-</b> . Communicate information and ideas effectively using an appropriate style for the audience and purpose</p> <p><b>Criterion D: Thinking critically</b> discusses concepts, issues, models, visual representation and theories, interpret different perspectives and their implications</p>	<p>students will access information to be informed and inform others.</p> <p><b>Media literacy skills-</b> seek a range of perspectives from multiple and varied sources.</p> <p><b>Thinking-Critical thinking skills</b> The students will learn to consider ideas from multiple perspective.</p> <p><b>Transfer skills—</b> the students will combine knowledge, understanding and skills to create products or solutions.</p> <p><b>Learner Profile:</b> Risk takers</p>	
<b>Section 3</b> Marketing	Communit - ies	Globalization	Globalization and	In today's competitive world if products are not	<b>Criterion A: Knowing and</b>	<b>Research Information</b>	Market Research Marketing Mix

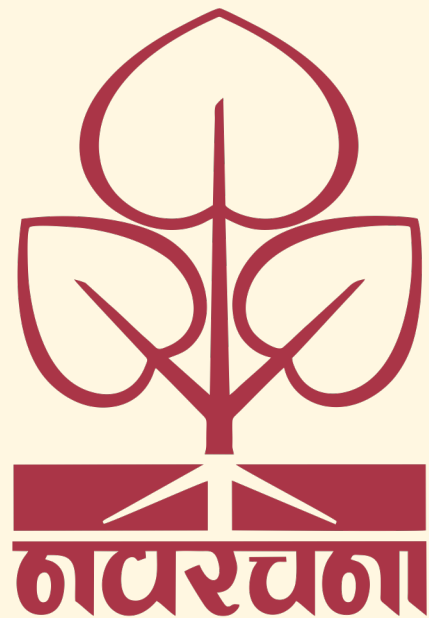
<p>20 sessions @ 40 minutes each</p>			<p>sustainability</p> <p><b>Exploration</b> Are advertisements a social waste?</p> <p>Out of the 4 P's which is the most important</p>	<p>marketed properly can any firm survive?</p>	<p><b>understanding</b> the students will demonstrate and exhibit their knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.</p> <p><b>Criterion B: Investigating</b> students use research methods to collect and record appropriate, varied and relevant information and.</p> <p><b>Criterion C: Communicating-</b> . Communicate information and ideas effectively using an appropriate style for the audience and purpose</p> <p><b>Criterion D:</b> Thinking critically discusses concepts, issues, models, visual representation and theories, interpret different perspectives and their implications</p>	<p><b>literacy skills-</b>the students will access information to be informed and inform others.</p> <p><b>Media literacy skills-</b> seek a range of perspectives from multiple and varied sources.</p> <p><b>Thinking-Critical thinking skills</b> The students will learn to consider ideas from multiple perspective.</p> <p><b>Transfer skills</b>— the students will combine knowledge, understanding and skills to create products or solutions.</p> <p><b>Learner Profile:</b> Knowledgeable Communicators Inquirers</p>	<p>Marketing Strategy</p>
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<p><b>Section</b> <u>2</u> People in Business 15 sessions @ 40 minutes</p>	<p>Global Interactions</p>	<p>Leadership</p>	<p>Personal and cultural expression  <b>Exploration :</b> Is training the workforce an investment or expenditure?</p>	<p>Management is all about <u>Manage –Men – T</u> (Tactfully) ; The only factor of production with emotions ;Human Resources are the most important asset of any organization.</p>	<p><b>Criterion A: Knowing and understanding</b> the students will demonstrate and exhibit their knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples. <b>Criterion B: Investigating</b> students use research methods to collect and record appropriate, varied and relevant information and. Formulate a clear and focused research question and justify its relevance <b>Criterion D:</b> Thinking critically discusses concepts, issues, models, visual representation and theories, interpret different perspectives and their implications</p>	<p><b>Self Management Affective skills</b> managing state of mind. <b>Thinking- Critical thinking skills</b> the students will analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding <b>Communication skills</b> –the students will make inferences and draw conclusions.  <b>Learner Profile:</b> Caring Open minded</p>	<p>Recruitment, selection and training of employees Internal and external communication</p>
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MYP YEAR 5 INDIVIDUALS AND SOCIETIES – ECONOMICS							
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills / Learner Profile	Content (topics, knowledge, skills)
The role of Government in an economy. Government economic policy. Taxation  40 sessions @ 40 min	Development	Growth, Equity	Fairness and development. <b>Exploration</b> :• consumption, conservation, natural resources and public goods	To achieve its macroeconomic objectives a government influences the aggregate demand and aggregate supply in the economy.	A: Knowing and understanding  D: Thinking critically	<b>Research</b> Information literacy skills Media literacy skills <b>Learner Profiles:</b> Knowledgeable, Thinker, Principled, Risk Taker, Open minded, Caring, Balanced, Inquirer	1-Macroeconomics objectives, 2- Demand-side policies, 3-Supply side policies, 4- Privatization, 5- Policy conflicts 6- Public sector finance - Public expenditure 7- Financing public expenditure, 8-Tax systems, 9-Types of direct tax, 10-Types of indirect tax, 11- Balancing the budget
Economic Indicators, Price inflation , Employment and Unemployment Output and growth. 40 sessions@ 40 min	Systems	Growth, Poverty	Globalization and sustainability <b>Exploration</b> :• commonality, diversity and interconnection	Changes in the Industrial structure of an economy can result in high unemployment.	A: Knowing and understanding  B: Investigating D: Thinking critically	<b>Self management</b> Organizational skill <b>Thinking</b> -Critical thinking <b>Learner Profiles:</b> Knowledgeable, Thinker, Principled, Communicator, Reflective, Risk Taker, Open minded, Caring, Balanced, Inquirer	1-Prices and employment, 2-What is inflation? 3-How to measure inflation, 4- What causes inflation, 5-The cost of inflation, 6- Employment trends, 7-Unemployment, 8- The costs of unemployment. 9- Output and growth Measuring output, 10- Measuring growth, 11-How to achieve growth, 12- The benefits and cost of

**SGO - INDIVIDUALS AND SOCIETIES**

							Economic growth, 13- Growth cycles.
Developed and less developed economies, Population, Human Development  40 sessions @ 40 min	Change	Sustainability , Consumption	Globalization and sustainability .  <b>Exploration:</b> • population and demography	Economic development involves growth in the productive scale and wealth of an economy.	A: Knowing and understanding B: Investigating D: Thinking critically	<b>Communication</b> Through language - <b>Self Management</b> Affective skills Perseverance. Thinking- Critical thinking skills <b>Learner Profiles:</b> Communicator, Risk- Taker, Open- minded, Balanced, Inquirer	1-Economic Development - Developed and less developed economies, 2-Trends in production, population and living standards 3- Development indicators, 4- Population- The world population, 5-The causes of population change, 6- The structure of population.
International specialization and trade. Balancing international payments.  40 sessions @ 40 min	Global Interactions	Trade	Globalization and sustainability .  <b>Exploration:</b> Urban planning, strategy and infrastructure	Resources are best allocated to those uses in an economy where there is an absolute or comparative cost advantage in production over other countries.	A: Knowing and understanding D: Thinking critically	Research Information literacy skills Thinking skills Transfer skills <b>Communication skills</b> communication- . <b>Learner Profiles:</b> Knowledgeable, Thinker, Principled, Communicator,	1-International Trade and exchange rate- 2- Exports and Imports, 3-The balance of payments, 4- Floating and fixed exchange rates, 5-Correcting trade imbalances. 6- The impact of Globalization- What is Globalization? 7- Specialization and trade, 8-Free trade and protectionism? 9- Free trade or aid? 10- Conservation or commercialization?



The Navrachana logo comprises three leaves of the Bodhi tree under which Lord Buddha attained enlightenment. The leaves signify the three vital facets of the child's physical, mental-emotional growth, and development. This translates as Navrachana, which is "New Creation".

The emblem thus symbolizes the aim of the school, which is to build, nurture, and groom these three qualities, to create well-balanced and multifaceted individuals who consistently strive to realize their true potential