

MYP Subject Overview

Individuals & Societies

Grade 6 Year 1	Grade 7 Year 2	Grade 8 Year 3	Grade 9 Year 4	Grade 10 Year 5
1. Sources of Historical & Geographical Knowledge 2. The Arab World: Cradle of Ancient Civilizations 3. The Emergence of the Islamic State	1. The Emergence of the Islamic State 2. Architectural & Scientific Achievements in the Islamic State 3. The Decline of the Islamic State	1. Journey Through the Arab World 2. Political Developments in the Arab World in the Modern Era 3. Global Transformations in the Modern Era 4. Colonial Ambitions in the Arab World	1. World War I 2. Contemporary Challenges & International Cooperation 3. A Diverse & Changing World 4. Sustainable Development Goals	1. The Land of Palestine 2. The Palestinian Nakba of 1948 & Its Consequences 3. The Palestinian Naksa of 1967 & Its Consequences 4. The Palestinian Revolution & Peace Initiatives

20 hours		ATL Skills	Content
Unit Title (1)	Sources of Historical & Geographical Knowledge	Research Skills – Information Literacy Collecting, recording, verifying information data, and presenting data. Identifying primary sources. Reading, gathering, and documenting information. Referencing & citation Communication Skills Exchanging ideas, messages, and information effectively. Listening actively to the perspectives of others. Communication Through Language Organizing and describing information logically, Using a variety of speaking techniques to communicate with audiences. Social Skills – Collaboration Giving & receiving feedback. Discussing & negotiating effectively. Working effectively with others. Demonstrating leadership and taking on different roles. Making fair and equitable decisions. Taking responsibility and helping others succeed. Advocating for rights and needs. Self-Management Skills – Organization Managing time and tasks effectively. Meeting deadlines. Bringing necessary equipment and supplies. Organizing resources and learning spaces. Thinking Skills – Critical Thinking Collecting and organizing relevant information to formulate evidence-based arguments and conclusions.	Sources of Geographical Knowledge • Concept, elements, and types of maps • Uses of geographical maps Sources of Historical Knowledge • The concept of history • The importance of studying history • Historical sources • Practices that threaten historical sites and antiquities in Palestine and methods of preserving them
MYP Objectives	A – Knowing & Understanding B – Investigating C – Communicating D – Thinking Critically		
Key concept	Time, Place & Space		
Related concepts	Causality, Identity		
Global context	Orientation in Space & Time Exploring how the past is documented & understanding the relationship between people & events across time and place.		
Statement of inquiry	The study of historical sources helps us understand past events & connect them to their global contexts across time & place, revealing relationships of causality & strengthening our understanding of identity & shared history.		

30 hours		ATL Skills	Content
Unit Title (2)	The Arab World: Cradle of Ancient Civilizations	Research Skills – Information Literacy Collecting, recording, verifying information & data. Gathering and presenting data. Identifying primary sources. Referencing and citation. Reading, gathering, recording, and verifying information. Communication Skills – Through Language Organizing and describing information logically. Using a variety of speaking techniques to communicate with audiences. Communication Skills Exchanging ideas, messages, and information effectively. Listening actively to others' viewpoints and ideas. Social Skills – Collaboration Giving & receiving constructive suggestions. Discussing ideas & knowledge with peers & teacher. Taking responsibility for actions. Helping others succeed. Negotiating effectively. Demonstrating leadership and assuming various roles within groups. Advocating for rights & needs. Making fair & equitable decisions Self-Management Skills – Organization Managing time and tasks effectively. Submitting assignments on time. Bringing necessary classroom materials. Organization and spatial awareness. Fine motor skills. Thinking Skills – Critical Thinking Organizing information to construct arguments. Analyzing evidence to support conclusions. Building evidence-based arguments	• Civilization of the Arabian Peninsula • Civilization of the Levant • Canaanite Civilization (Palestine) • Mesopotamian Civilization (Iraq) • North African Civilization
MYP Objectives	A – Knowing & Understanding B – Investigating C – Communicating D – Thinking Critically		
Key concept	Change		
Related concepts	Causality, Consequences, Civilization		
Global context	Personal & Cultural Expression		
Statement of inquiry	Historical events & geographical locations play a major role in shaping and transforming the cultural identity of societies through learning from & benefiting from previous civilizations.		

32 hours		ATL Skills	Content
Unit Title (3)	The Emergence of the Islamic State	Research Skills – Information Literacy - Collecting, recording, and verifying information - Identifying and documenting primary sources - Reading, organizing, and using information to answer inquiry questions Communication Skills – Through Language - Organizing information logically - Exchanging ideas and information effectively - Using a variety of speaking techniques Social Skills – Collaboration - Negotiating effectively with peers and teachers - Working effectively with others - Taking different roles within groups - Giving and receiving constructive feedback - Making fair decisions - Taking responsibility for actions Self-Management Skills – Organization - Managing time and tasks effectively - Meeting assignment deadlines - Bringing required learning materials - Organizing resources and information	The Emergence of Islam in Makkah - The stages of the Islamic call (Da'wah) - The suffering of Muslims during the early call to Islam - Migration to Abyssinia - Boycott and siege of Muslims - Major events of the Islamic call The Establishment of the Islamic State in Madinah - The Prophet's actions after migration to Madinah - Events witnessed by the Islamic State after its establishment The Rightly Guided Caliphate - The impact of the Prophet's death - The concept of the Caliphate and the Rightly Guided Caliphs - The Ridda (Apostasy) Wars - Major achievements of the Rightly Guided Caliphate Relations with Neighboring States - The Battle of Mut'ah - The Battle of Tabuk - Usama ibn Zayd's army - Motives for the Islamic conquests - Regions conquered during the era of the Rightly Guided Caliphs
MYP Objectives	A – Knowing & Understanding B – Investigating C – Communicating D – Thinking Critically		
Key concept	Change		
Related concepts	Conflict, Culture		
Global context	Identities & Relationships		
Statement of inquiry	A fundamental change in the culture of a society can lead to changes in identity & may drive relationships toward conflict .		

33 hours		ATL Skills	Content
Unit Title (1)	The Emergence of the Islamic State	Research Skills – Information Literacy Collecting, recording, verifying information & data and presenting data. Identifying primary sources. Reading, collecting, recording, and verifying information. Referencing & citation. Communication Skills – Through Language Organizing information logically. Reading, writing, & using language to gather and communicate information. Using a variety of speaking strategies to communicate effectively Communication Skills Exchanging ideas, messages, and information effectively through interaction. Social Skills – Collaboration Discussing ideas and knowledge with peers & teacher. Giving & receiving constructive suggestions. Taking responsibility for actions. Helping others succeed. Negotiating effectively. Demonstrating leadership & assuming various roles. Advocating for rights and needs. Working effectively with others. Listening actively to different perspectives. Making fair and equitable decisions Self-Management Skills – Organization Managing time, organization, & spatial awareness. Managing tasks effectively. Meeting assignment deadlines. Bringing necessary classroom equipment. Thinking Skills – Critical Thinking Collecting & organizing relevant information to formulate arguments. Interpreting data, evaluating evidence & arguments.	• Asia and the expansion of the Islamic State • Africa and the expansion of the Islamic State • Europe and the expansion of the Islamic State • North America, South America, and Oceania in terms of: - Geographical location - Physical geography - Landforms - Natural resources
MYP Objectives	A – Knowing & Understanding B – Investigating C – Communicating D – Thinking Critically		
Key concept	Global Interactions		
Related concepts	Causality, Resources		
Global context	Orientation in Space & Time Explore borders & natural resources.		
Statement of inquiry	The expansion of the Islamic State across Asia, Africa, & Europe shaped global interactions , as geographical factors & available resources contributed to this expansion.		

25 hours		ATL Skills	Content
Unit Title (2)	Architectural & Scientific Achievements in the Islamic State	Communication Skills – Through Language Taking effective classroom notes. Organizing information & reports logically. Expressing ideas clearly in speaking and writing. Using images to support ideas. Participating actively in classroom discussions.	Architectural Achievements in the Islamic State - The concept & historical development of architecture in the Islamic State - Characteristics, styles, & classifications of Islamic architecture - Urban planning and the architecture of cities, castles, fortresses, & palaces
MYP Objectives	A – Knowing & Understanding B – Investigating C – Communicating D – Thinking Critically	Communication Skills Active participation in classroom interaction.	
Key concept	Time, Place & Space	Social Skills – Collaboration Working effectively with others, listening actively to others' perspectives, making fair & equitable decisions.	Examples of Islamic Architectural Achievements in Palestine - Islamic architectural landmarks in Palestine, including: - Historic Islamic cities - Castles & defensive towers - Palaces & other significant architectural monuments
Related concepts	Identity, Innovation	Self-Management Skills – Organization Managing time while completing tasks. Meeting assignment deadlines. Bringing required learning materials. Following research procedures and submission timelines.	
Global context	Orientation in Space & Time	Self-Management Skills – Reflection Writing reflections about the research process, revising work based on feedback.	Scientific Achievements in the Islamic State - Contributions of Arab and Muslim scholars to various scientific fields - Famous Arab and Muslim scientists and their achievements
Statement of inquiry	Architectural & scientific achievements in Islamic civilization were influenced by time & place , reflected innovation & development, & contributed to shaping cultural identity	Thinking Skills – Critical Thinking Analyzing relationships between time, place, and civilization. Drawing evidence-based conclusions and explaining the influence of Islamic civilization on the world. Interpreting evidence to reach logical conclusions.	
		Research Skills – Information Literacy Referencing sources correctly, gathering information from reliable and varied sources, and selecting relevant information.	

25 hours		ATL Skills	Content
Unit Title (3)	The Decline of the Islamic State	Research Skills – Information Literacy Collecting, recording, and verifying information & presenting data. Identifying primary sources. selecting relevant information. Documenting information through references & citations. Communication Skills – Through Language Organizing information logically. Exchanging ideas & information effectively. Using a variety of speaking strategies to communicate with audiences. Social Skills – Collaboration Discussing ideas with peers and teachers. Giving & receiving constructive feedback. Working collaboratively & listening to diverse viewpoints. Negotiating effectively, making fair decisions, & demonstrating leadership within groups. Self-Management Skills – Organization Managing time & tasks effectively, meeting assignment deadlines & bringing required learning materials. Thinking Skills – Critical Thinking Collecting & organizing relevant information to formulate arguments, interpreting and analyzing data, & evaluating evidence and arguments to develop evidence-based conclusions.	The Decline of the Abbasid State Internal Factors - Internal causes of Abbasid decline - Impact of territorial expansion on weakening the Abbasid State - Internal revolts and their effects on the Islamic State External Factors - The Crusaders and the reasons for their invasions of the Islamic East - The Crusades and Crusader policies toward conquered territories - The Mongol invasions of the Islamic East - The conversion of the Mongols to Islam and their contribution to Islamic civilization - The role of the Mamluks in defending the Islamic State Decisive Battles in Palestine - Salah al-Din al-Ayyubi's preparations before confronting the Crusaders - The Battle of Hattin - The Liberation of Jerusalem - The Battle of Ain Jalut
MYP Objectives	A – Knowing & Understanding B – Investigating C – Communicating D – Thinking Critically		
Key concept	Change		
Related concepts	Causality, Conflict, Governance		
Global context	Globalization & Sustainability Explore how weak political systems & external conflicts affect the stability & continuity of states.		
Statement of inquiry	Political changes , internal & external conflicts weaken political governance systems & lead to major historical transformations.		

20 hours		ATL Skills	Content
Unit Title (1)	Journey Through the Arab World	Communication Skills – Through Language Critically interpret maps, tables, and statistical data. Use geographical terminology accurately. Organize information into reports and presentations. Present evidence-based explanations. Participate in academic discussions using appropriate language. Research Skills – Information Literacy Formulate research questions related to environment, systems, and interactions. Collect information from maps, atlases, and digital sources. Evaluate source reliability. Organize information systematically. Use statistical data to support conclusions. Thinking Skills – Critical Thinking Analyze population distribution patterns & geographical phenomena. Explain relationships among climate, population, & economic activities. Draw conclusions from maps and geographical data. Evaluate evidence used to explain geographical issues. Self-Management Skills – Organization Plan inquiry projects & manage time effectively. Organize notes & resources, & Meet deadlines. Social Skills – Collaboration Share responsibilities within teams, listen actively & make evidence-based group decisions. Give constructive feedback & resolve conflicts positively.	The Arab World • Concept of the Arab World • Astronomical and geographical location • Classification of Arab countries according to location • Area of the Arab World Physical Geography • Major mountains, plateaus, and plains Climate • Concepts of weather and climate • Factors affecting the climate of the Arab World • Climatic regions of the Arab World Population • Population distribution across Arab countries • Population growth • Age and gender composition • Muslim-Christian coexistence in the Arab World Economic Activities • Agricultural challenges • Industrial development • Transportation • Tourism Water Security • Concept of water security • Water resources • Water conservation
MYP Objectives	A – Knowing & Understanding B – Investigating C – Communicating D – Thinking Critically		
Key concept	Systems		
Related concepts	Diversity, Interactions		
Global context	Orientation in Space & Time		
Statement of inquiry	Natural & human systems influence the environment and create interconnected relationships that shape population distribution and economic activities within societies.		

20 hours		ATL Skills	Content
Unit Title (2)	Political Developments in the Arab World in the Modern Era	Communication Skills Critically read historical sources. Use historical & political terminology accurately. Organize historical reports & presentations. Discuss historical events using evidence. Research Skills Formulate historical inquiry questions. Collect information from books, historical documents, and maps. Compare primary & secondary sources. Evaluate historical evidence. Thinking Skills – Critical Thinking Analyze causes of Ottoman expansion. Explain the impact of governance systems. Compare conditions before and after Ottoman rule. Analyze continuity & change. Organize evidence to support conclusions. Self-Management Skills Plan research projects, manage time effectively & organize notes & files. Meet deadlines & reflect on historical understanding. Set goals for improving inquiry skills. Social Skills – Collaboration Share responsibilities & listen to different perspectives. Make collaborative decisions & provide constructive peer feedback.	The Arab World before Ottoman Rule - Political conditions before Ottoman rule - The Safavid State and its expansion - The Mamluk State and its boundaries - Impact of the fragmentation of the Islamic State Ottoman Rule - Emergence of the Ottoman Empire - Reasons for Ottoman expansion into the Arab World - Directions of Ottoman territorial expansion Conditions under Ottoman Rule - Ottoman administrative system - Economic, social, and educational conditions Palestine during the Ottoman Period - Administrative divisions - Economic and social conditions - Ottoman architectural achievements
MYP Objectives	A – Knowing & Understanding B – Investigating C – Communicating D – Thinking Critically		
Key concept	Systems		
Related concepts	Governance, Identity		
Global context	Orientation in Space & Time		
Statement of inquiry	Systems of governance influence the development of societies by shaping political and social relationships over time.		

20 hours		ATL Skills	Content
Unit Title (3)	Global Transformations in the Modern Era	Thinking Skills – Critical Thinking Analyze causes & consequences of global transformations. Explain relationships between scientific advancement & social change. Compare revolutions & historical movements. Evaluate the effects of geographical discoveries & construct evidence-based historical conclusions. Formulate historical inquiry questions. Thinking Skills – Creative Thinking Designing timelines, historical models & propose alternative historical scenarios. Research Skills Use primary & secondary sources. Evaluate source reliability & organize historical data into charts & tables. Analyze maps, historical images, documentaries, & infographics. Communication Skills Use historical terminology accurately. Write organized historical reports. Produce visual presentations. Deliver evidence-based presentations. Participate in debates & collaborative discussions Self-Management Skills Manage long-term inquiry projects, & organize research evidence. Monitor project progress & reflect on learning strategies. Social Skills Give constructive feedback & build collective conclusions based on evidence.	The European Renaissance • Concept of the Renaissance • Causes of the Renaissance • Characteristics and outcomes • Contribution of Arab-Islamic civilization Age of Exploration • Concept of geographical discoveries • Motives for exploration • Portuguese and Spanish explorations • Contributions of Arab and Muslim navigators • Consequences of the Age of Exploration Industrial Revolution • Concept • Geographic expansion • Britain as the birthplace of industrialization • Features • Economic and social consequences American Revolution • Indigenous peoples of North America • European migration • Causes of the American Revolution • Independence of the American colonies French Revolution • Causes • Major events • Outcomes • Impact on Europe
MYP Objectives	A – Knowing & Understanding B – Investigating C – Communicating D – Thinking Critically		
Key concept	Change		
Related concepts	Innovation & Revolution		
Global context	Scientific & Technical Innovation		
Statement of inquiry	Scientific innovations & intellectual revolutions drive profound changes in societies and reshape political and economic systems over time.		

20 hours		ATL Skills	Content
Unit Title (4)	Colonial Ambitions in the Arab World	Thinking Skills – Critical Thinking Analyze the causes of European colonialism & explain relationships between political power & imperial expansion. Compare the objectives of colonial powers & evaluate historical causes & consequences. Evaluate multiple historical perspectives. Support conclusions with historical evidence. Thinking Skills – Transfer Connect historical events to contemporary global issues. Apply understanding of colonialism to other historical contexts. Explain the effects of international conflict in different settings. Research Skills Collect information from primary & secondary sources & evaluate source reliability. Document information systematically. Analyze political & historical maps. Communication Skills Use historical & political terminology accurately, explain historical events orally & in writing, & present evidence-based arguments. Self-Management Skills Manage time during inquiry projects, organize notes & research documents, follow research plans & deadlines. Reflect on evidence quality and historical understanding. Social Skills – Collaboration Work collaboratively in research teams & Share responsibilities, respect diverse perspectives & provide constructive feedback.	European Colonialism in the Arab World • Concept of colonialism • Motives for European colonialism • Forms of colonialism Colonial Competition • European colonial ambitions • Colonial powers that controlled the Arab World • Political, economic, and social consequences of colonialism The French Campaign in Egypt and the Levant • Objectives of the French campaign • Egyptian resistance • Reasons for the campaign's expansion into Palestine • Palestinian resistance • Consequences of the French campaign The End of Ottoman Rule • Causes of Ottoman decline • Ottoman entry into the First World War • Consequences of Ottoman defeat in World War
MYP Objectives	A – Knowing & Understanding B – Investigating C – Communicating D – Thinking Critically		
Key concept	Relationships		
Related concepts	Conflict & Governance		
Global context	Fairness & Development		
Statement of inquiry	Relationships shaped by power and conflict between nations influence systems of governance & shape the political & social development of societies.		

20 hours		ATL Skills	Content
Unit Title (1)	World War I	Research Skills – Information Literacy - Make connections between different sources of information. Communication Skills - Locate information for research & inquiry using a variety of media. - Use subject-specific terminology & symbols accurately. - Write for a range of purposes. - Communicate ideas to different audiences using a variety of digital environments and media. Self-Management Skills – Organization - Plan short- and long-term assignments. - Meet deadlines. - Use appropriate strategies to organize complex information.	World War I - The concept of alliances among peoples and nations, and notable historical alliances and their achievements. - Alliances that emerged in nineteenth-century Europe and the reasons for their formation. - Direct and indirect causes of World War I to understand the origins of conflict among alliances. - Major events of World War I and the intensity of conflict between the opposing alliances. - Outcomes of the participation of the alliances involved in the war. - Political, military, economic, and cultural changes resulting from the collapse of empires after the war, and the long-term impact of alliances on nations.
MYP Objectives	A – Knowing & Understanding B – Investigating C – Communicating D – Thinking Critically		
Key concept	Change		
Related concepts	Conflict & Cooperation		
Global context	Identities & Relationships Explore competition & cooperation		
Statement of inquiry	Changes in international relations lead to the formation of alliances that work and cooperate to protect their military, cultural, and economic interests during conflicts .		

20 hours		ATL Skills	Content
Unit Title (2)	Contemporary Challenges & International Cooperation	Communication Skills – Through Language Use historical, political, & humanitarian terminology accurately. Write reports & presentations supported by evidence. Communication Skills – Through Interaction Participate in discussions & debates on global issues. Present evidence-based arguments & listen respectfully to different perspectives. Research Skills – Information Literacy Gather information from primary & secondary sources. Evaluate the reliability of evidence, organize & document information to support conclusions. Research Skills – Media Literacy Analyze maps, photographs, documentaries, & media reports. Thinking Skills – Critical Thinking Analyze the causes & consequences of wars & famines. Evaluate the effectiveness of international responses. Assess different perspectives using evidence. Thinking Skills – Transfer Connect historical events with contemporary global issues. Apply understanding of global challenges to new contexts. Social Skills – Collaboration Develop group conclusions based on evidence, give & receive constructive feedback. Self-Management Skills – Organization Manage time & organize stages of research projects. Self-Management Skills – Reflection Evaluate the quality of conclusions & evidence. Reflect on personal growth and the role of individuals as global citizens.	Wars • Concept and causes of war • Types of wars and their consequences • International agreements related to war Population Explosion • Concept and causes of population explosion • Effects of rapid population growth • Strategies for reducing population growth worldwide • Population challenges in the southern governorates (Gaza Strip) Famines • Concept of famine • Causes and consequences of famines Protecting Cultural Heritage • Concept and categories of human heritage • Importance of preserving cultural heritage • Threats to cultural heritage • International agreements for the protection of cultural heritage
MYP Objectives	A – Knowing & Understanding B – Investigating C – Communicating D – Thinking Critically		
Key concept	Systems		
Related concepts	Power, Cause & Consequence, Sustainability		
Global context	Fairness & Development Understanding how societies are affected by wars & famines and the role of global efforts in preserving human heritage.		
Statement of inquiry	Global challenges such as wars & famines lead to changes in political & social systems & require international cooperation to promote justice and safeguard humanity's shared heritage.		

20 hours		ATL Skills	Content
Unit Title (3)	A Diverse & Changing World	Research Skills – Information Literacy - Collect information from primary and secondary sources and evaluate their reliability. Research Skills – Media Literacy - Interpret maps, graphs, and statistical data. Thinking Skills – Critical-thinking Skills - Analyse relationships between people and the environment. - Evaluate evidence. - Draw evidence-based conclusions. Thinking Skills – Transfer Skills - Apply concepts to Palestinian and global issues. Communication Skills – Communication through Language - Use geographical and social science terminology accurately in reports and presentations. Social Skills – Collaboration Skills - Distribute roles. - Listen actively. - Make collective decisions. Self-management Skills – Organization Skills - Manage time. - Plan the project. - Monitor progress. Self-management Skills – Reflection Skills - Evaluate learning. - Identify areas for improvement.	Diversity of the Natural Environment - The concept of the natural environment. - Types of natural environments around the world. - The impact of natural environmental diversity on economic activities. Diversity of Population Characteristics - The concept and importance of population growth. - Classification of population growth rates around the world. - Variations in population distribution. - Types of population composition. - Human races around the world. Cultural Diversity - The concept of cultural diversity and its dimensions. - The impact of cultural diversity around the world. - International efforts to promote cultural cooperation worldwide. Economic Diversity - The concept of economic diversity. - Types of economic activities. - Areas of international economic cooperation. - Causes of weak economic activities in Palestine.
MYP Objectives	A – Knowing & Understanding B – Investigating C – Communicating D – Thinking Critically		
Key concept	Systems		
Related concepts	Diversity, Globalization Sustainability		
Global context	Globalization & Sustainability Exploring how global interconnectedness influences societies & environments, & how natural & cultural diversity, as well as resources, can be managed responsibly to create a more sustainable future.		
Statement of inquiry	Understanding the relationships between natural & human systems helps explain global diversity & enables responsible decision-making that contributes to sustainability & the conservation of resources		

20 hours		ATL Skills	Content
Unit Title (4)	Sustainable Development Goals	Thinking Skills – Critical Thinking Analyze the causes of poverty & inequality at local & global levels. Evaluate how resource management contributes to justice & sustainability. Analyze data, statistics, & reports related to the Sustainable Development Goals. Evaluate different perspectives on environmental & development issues. Construct evidence-based conclusions & propose sustainable solutions. Thinking Skills – Transfer Connect local issues to global challenges. Apply concepts of justice and sustainability to different communities and contexts. Explain how local decisions contribute to achieving the Sustainable Development Goals globally. Research Skills – Information Literacy Formulate inquiry questions related to sustainable development. Collect information from primary, secondary, and digital sources. Evaluate the reliability of sources, statistics, and datasets. Organize and document information to support evidence-based conclusions. Research Skills – Media Literacy Analyze graphs, maps, infographics, and media reports. Interpret how development issues are represented in different media. Distinguish between facts and opinions when investigating global issues. Communication Skills – Through Language Use sustainability, justice, and resource-management terminology accurately. Produce well-organized reports, research papers, and awareness campaigns. Design infographics and visual presentations to communicate information effectively. Communication Skills – Through Interaction Present arguments and proposed solutions clearly to different audiences. Participate actively in discussions and debates on	Sustainable Development Goals Foundations of Sustainability - The concept of sustainability & its evolution from an environmental focus to a broader concept that encompasses human development. - The United Nations definition of sustainability as meeting the needs of the present without compromising the ability of future generations to meet their own needs. The 17 Sustainable Development Goals - The seventeen Sustainable Development Goals & their significance at the global level. - The interconnected nature of the goals and how progress toward one goal supports the achievement of others. Case Studies Students investigate selected Sustainable Development Goals, including: No Poverty, Zero Hunger, Good Health & Well-being, Quality Education, Gender Equality, Clean Water & Sanitation, Affordable & Clean Energy Contemporary Challenges Analysis of global and regional challenges related to sustainable development, including: Poverty, Unemployment, Resource scarcity, Inequality.
MYP Objectives	A – Knowing & Understanding B – Investigating C – Communicating D – Thinking Critically		
Key concept	Systems		
Related concepts	Fairness, Resources, Sustainability		
Global context	Fairness & Development Explore inequality, poverty, & collective responsibility.		
Statement of inquiry	The way societies manage their resources through social systems influences the achievement of justice & sustainability at both the local & global levels.		

		sustainable development. Exchange ideas effectively within collaborative working groups. Social Skills – Collaboration Share roles and responsibilities within social action groups. Make collaborative, evidence-based decisions. Give and receive constructive feedback. Support team members in achieving common goals. Self-Management Skills – Organization Plan the stages of inquiry projects and awareness campaigns. Manage time effectively and meet deadlines. Organize files, research data, and supporting evidence. Self-Management Skills – Reflection Evaluate the effectiveness of proposed solutions. Reflect on personal responsibility in promoting sustainable development. Identify strengths and areas for improvement in research and community engagement. Set personal goals for future participation in sustainability initiatives.	
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20 hours		ATL Skills	Content
Unit Title (1)	The Land of Palestine	Research Skills – Information Literacy Locate, interpret, and evaluate information using maps of Palestine, climate tables, photographs, and historical and geographical texts. Distinguish between descriptive and analytical sources. Identify the purpose, value, and limitations of sources. Research Skills – Media Literacy Identify, organize, and analyse information from multiple sources and media in an ethical manner. Apply these skills by transforming geographical data into concept maps, infographics, or visual presentations. Thinking Skills – Critical-thinking Skills Analyse relationships between location, resources, identity, and sustainability. Distinguish between description and explanation. Evaluate evidence before drawing conclusions. Thinking Skills – Transfer Skills Transfer understanding from the study of Palestine to a broader understanding of how the significance of places around the world is shaped by location, resources, borders, and collective memory. Communication Skills – Communication through Language Use geographical and historical terminology accurately in discussions, reports, and presentations. Organize information into coherent paragraphs that support ideas with evidence. Social Skills – Collaboration Skills Work effectively within research teams. Distribute roles and responsibilities. Make shared decisions. Provide constructive feedback. Self-management Skills – Organization and Reflection Skills Plan the stages of a project. Use a checklist to monitor progress. Submit draft versions at different stages. Write reflections on the development of understanding of place, identity, and sustainability.	Palestine: Location, Boundaries, and Area • The concept of geographical location. • The geographical location of Palestine in relation to the world. • The geographical location of Palestine in relation to the Arab world. • The astronomical location and area of Palestine. The Physical Landscape of Palestine • Diversity of the physical landscape of Palestine. • Plains of Palestine. Climate of Palestine • Weather and climate. • The climate of Palestine and the factors affecting it. • Elements of the climate of Palestine. Biodiversity in Palestine • Features of biodiversity in Palestine. • The importance of natural vegetation. • Wild and marine animals in Palestine. • Threats to Palestinian wildlife. Cities of Palestine • Palestinian cities and their geographical distribution.
MYP Objectives	A – Knowing & Understanding B – Investigating C – Communicating D – Thinking Critically		
Key concept	Space, Place & Time		
Related concepts	Resources, Sustainability Identity		
Global context	Orientation in Space & Time Exploring the relationship between place, identity, borders, the environment, & the sustainability of resources within local & national contexts.		
Statement of inquiry	Understanding the characteristics, boundaries, & resources of places helps explain the development of national identity & enables responsible decision-making that contributes to the sustainable management of the land of Palestine.		

MYP Subject Overview

Individuals & Societies

Grade 10 (MYP 5)

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20 hours		ATL Skills	Content
Unit Title (2)	The Palestinian Nakba of 1948 & Its Consequences	Research Skills – Information Literacy Formulate historical research questions that are suitable for investigation. Gather information from documents, maps, books, and historical testimonies. Distinguish between facts and opinions. Evaluate the reliability of sources. Document sources in accordance with the principles of academic integrity. Research Skills – Media Literacy Analyse historical photographs, maps, timelines, and graphs. Extract historical information from visual sources. Compare different representations of the same historical event. Thinking Skills – Critical-thinking Skills Analyse causes and consequences. Explain relationships between historical events. Compare historical narratives. Evaluate evidence. Construct evidence-based conclusions supported by sources. Thinking Skills – Transfer Skills Transfer understanding of the Palestinian conflict to the study of other historical cases. Compare how conflicts have shaped national identities in different contexts. Communication Skills – Communication through Language Use precise historical language and appropriate academic terminology. Organize ideas in written reports and oral presentations. Present evidence-based arguments using historical maps, timelines, and documentary sources effectively. Social Skills – Collaboration Skills Work collaboratively in research groups. Share responsibilities. Make collective decisions. Provide constructive feedback to peers. Respect diverse viewpoints during historical discussions. Self-management Skills – Organization Skills Organize a project plan. Develop and follow a project timeline. Monitor progress using checklists. Write regular reflections on the development of historical understanding, the challenges encountered, and strategies for improving performance.	The 1948 War (The Nakba) - Causes of the fall of Palestinian cities. - The 1948 War and its major events. - Consequences of the 1948 War. United Nations General Assembly Resolution 194 and the Palestinian refugees’ right of return. The All-Palestine Government - Circumstances that led to the establishment of the All-Palestine Government. - Objectives of the All-Palestine Government. The Political and Administrative Situation in Palestine after the 1948 War - Occupation policies in the occupied Palestinian territories. - Annexation of the West Bank to Jordan. - Administration of the Gaza Strip by Egypt. Palestine during the Tripartite Aggression against Egypt (1956) - Motives behind the Tripartite Aggression against Egypt. The Establishment of the Palestine Liberation Organization (PLO) and the Contemporary Palestinian Revolution - Establishment of the Palestine Liberation Organization (PLO). - Articles of the Palestinian National Charter. - Political institutions of the Palestine Liberation Organization. - The role of the Palestine Liberation Organization in preserving Palestinian national identity.
MYP Objectives	A – Knowing & Understanding B – Investigating C – Communicating D – Thinking Critically		
Key concept	Systems		
Related concepts	Conflict, Identity, Perspective		
Global context	Fairness & Development Exploring rights & responsibilities, conflict resolution, peacebuilding, historical justice, & the impact of historical events on individuals & societies.		
Statement of inquiry	Transformations in political systems resulting from conflict reshape national identity & create both individual & collective responsibilities to preserve rights & historical memory.		

20 hours		ATL Skills	Content
Unit Title (3)	The Palestinian Naksa of 1967 & Its Consequences	Research Skills Formulate historical research questions suitable for investigation. Select a variety of appropriate sources. Gather information from documents, maps, photographs, timelines, and historical testimonies. Evaluate the reliability of sources by analysing their origin, purpose, value, and limitations. Organize and document information in accordance with the principles of academic integrity. Thinking Skills – Critical-thinking Skills Analyse relationships between causes and consequences. Compare different historical narratives. Evaluate evidence. Construct evidence-based conclusions supported by historical sources. Transfer understanding of the Palestinian Naksa to other historical events that experienced political transformations and similar conflicts, applying knowledge in new contexts. Communication Skills – Communication through Language Use historical and political terminology accurately. Organize ideas into coherent reports and presentations. Present evidence-based arguments supported by historical evidence. Use maps, timelines, historical documents, and photographs effectively to communicate ideas to a range of audiences. Social Skills – Collaboration Skills Work collaboratively within research teams. Share roles and responsibilities. Make shared decisions. Provide constructive feedback to peers. Respect different perspectives while analysing historical sources and discussing controversial issues. Self-management Skills – Organization Skills Organize the stages of project implementation using a timeline and checklists. Monitor progress continuously. Write regular reflections on the development of historical understanding, the challenges encountered, and the strategies used to improve the quality of learning and performance.	The June War of 1967 (The Naksa) • Circumstances leading to the outbreak of the June 1967 War and its causes. • Major events of the June 1967 War. • Consequences of the June 1967 War. • United Nations Security Council Resolution 242. • Israeli occupation policies in the occupied Palestinian territories. The Battle of Karameh (1968) • Circumstances leading to the Battle of Karameh. • Major events of the Battle of Karameh. • Outcomes of the Battle of Karameh. Israeli Settler Colonialism in Palestine after 1967 • Methods used by the occupation to control Palestinian land and expand settlements. • Geographical distribution of Israeli settlements. • Motives behind Israeli settler colonialism. • The international position on Israeli settlements. The October War of 1973 and Its Impact on the Palestinian Cause • Causes of the October War. • Major events of the October War.
MYP Objectives	A – Knowing & Understanding B – Investigating C – Communicating D – Thinking Critically		
Key concept	Change		
Related concepts	Conflict, Identity, Perspective		
Global context	Fairness & Development Exploring conflict resolution, rights, responsibilities, justice, & the impact of political decisions on societies.		
Statement of inquiry	Conflicts & political transformations lead to long-term changes in national identity and encourage societies to develop different responses to safeguard their rights and shape their future		

20 hours		ATL Skills	Content
Unit Title (4)	The Palestinian Revolution & Peace Initiatives	Research Skills – Information Literacy Formulate historical research questions suitable for investigation. Identify key words for research. Gather information from historical documents, political agreements, maps, photographs, testimonies, and reliable digital sources. Evaluate sources by analysing their origin, purpose, value, and limitations. Organize information and acknowledge sources in accordance with the principles of academic integrity. Research Skills – Media Literacy Analyse timelines, political maps, historical photographs, and documentary footage. Compare different representations of historical events. Extract evidence that supports historical interpretations. Thinking Skills – Critical-thinking Skills Analyse relationships between causes and consequences. Compare different forms of resistance and political action. Evaluate the impact of international agreements. Analyse continuity and change in historical developments. Make evidence-based historical judgments. Thinking Skills – Transfer Skills Transfer understanding of transformations in the Palestinian cause to other historical contexts that experienced transitions between resistance and political action, or between conflict and peacebuilding. Identify similarities and differences across historical contexts. Communication Skills – Communication through Language	The Palestinian Revolution (1970–1976) • Palestinian resistance in Lebanon. • Palestinian political struggle during the 1970s. • Selected excerpts from President Yasser Arafat’s speeches. Palestine in the Egyptian–Israeli Peace Treaty (1978) • Excerpts from President Mohamed Anwar El Sadat’s speech in Jerusalem. • The status of Palestine in the Camp David Accords. • The Palestinian and Arab position on the Camp David Accords. The Israeli Aggression against Lebanon (1978–1982) • Causes of the Israeli aggression against Lebanon. The First Palestinian Intifada (1987) • Causes of the outbreak of the First Palestinian Intifada. • Objectives of the First Palestinian Intifada. • Achievements of the First Palestinian Intifada.
MYP Objectives	A – Knowing & Understanding B – Investigating C – Communicating D – Thinking Critically		
Key concept	Change		
Related concepts	Conflict, Identity, Cooperation		
Global context	Globalization & Sustainability Exploring conflict resolution, interdependence, peacebuilding, & the impact of international decisions on societies.		
Statement of inquiry	Transformations in conflict & approaches to political cooperation reshape national identity & bring about changes in the pursuit of rights & the building of peace.		

		Use historical terminology accurately. Organize ideas into coherent reports and presentations. Present evidence-based arguments. Use timelines, maps, documents, and digital media effectively to communicate ideas. Social Skills – Collaboration Skills Work collaboratively in research teams. Share roles and responsibilities. Make shared decisions. Conduct historical discussions respectfully. Provide constructive feedback to peers. Value different perspectives when analysing controversial historical issues. Self-management Skills – Organization Skills Organize project implementation through a clear timeline. Use checklists to monitor progress. Write regular reflections on the development of understanding. Evaluate the strategies that improved the quality of research and analysis. Manage time and resources effectively.	The Peace Process and the Establishment of the Palestinian National Authority • Circumstances leading to the Madrid Peace Conference (1991). • The Oslo Accords and their outcomes. • Achievements of the Palestinian National Authority. The Second Palestinian Intifada (Al-Aqsa Intifada) (2000) • Causes of the outbreak of the Al-Aqsa Intifada. • Israeli occupation policies to suppress the Al-Aqsa Intifada. • Major historical developments following the death of President Yasser Arafat. • Palestine in international forums.
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