

# Individuals & Societies - SGO



## MYP-1

## MYP YEAR 1 INDIVIDUALS AND SOCIETIES ( INTEGRATED HUMANITIES - Drawn from History, Geography and Social and Political Life)

| 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)   |
|---|-----------------------|----------------------|---|--|--|--|---|
| Geography<br>Planet Earth and Solar System.<br>Rotation and revolution, Longitudes and latitudes.<br>Realms of the earth, Major Relief features of the world.<br>60 sessions @ 40 min | Time, place and space | Patterns and Trends. | Orientation in space and time<br><br><b>Exploration</b> : - History of planet earth and its position in the solar system. | The pattern of structure and movement of different planets, exhibit a trend. | A Knowing and Understanding<br>B Investigating<br>C Communicating<br>D Thinking Critically | Thinking Skill<br>Creative<br>LP-Thinker<br><br>Research Skills<br>Information<br>Literacy<br>LP-Inquirer  | 1- Stars, The Solar System, Planets, Satellites<br>2- Earth a unique planet, 3- Other celestial bodies, rotation and revolution, Rotation of the earth causes days and nights, 4- Revolution causes seasons on the earth, 5- What is Globe? 6- Meridians of Longitudes. 7- Longitudes and time.8- Parallels of latitudes, Locating a place, Lithosphere, 9- Hydrosphere, 10- Atmosphere. 11- Biosphere.12- The Seven Continents, 13- The five oceans.15- Internal forces.15- External forces. 16-Different types of landforms 17- Mountains. 18- Types of mountains.19-Plateaus. 20- Plains 21- Landforms and the people<br>IDU- with time (maths) and latitudes and longitudes in Individuals and societies. |
| History<br>Unit 1<br>Title – Where, When and How.<br>The stone age, Stories of stone age.<br><br>40 sessions @ 40 min   | Time, Place and Space | Civilization Culture | Orientation in space and time.<br><br><b>Exploration</b> : Invention of wheel and its importance.                         | Events and discoveries of the past affect our future.                        | A Knowing and Understanding<br>B Investigating<br>C Communicating<br>D Thinking Critically | Communication Skills<br>LP- Communicator<br><br>Research Skills<br>Information<br>Literacy<br>LP- Inquirer | 1- Archaeological evidences.2- Monuments. 3- Inscriptions.4- Literary Sources 5- Life in the Pre-historic time.6- Uses of stones.7- Various phases of stone age. 8-Stories on stone and paper.9- Life in the Neolithic age.10- Beginning of farming, pottery. 11-Invention of Wheel 12- Chalcolithic Age<br><b>Service As Action-</b> Making charts to depict different stone ages. Learning outcome- Work collaboratively with others.   |

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| History Unit – 2<br>Title – Early kingdoms and Ganasanghas, Emergence of new ideas and religions.<br>The first empire and Ashoka.<br>India between 4th and 7th Century<br>50 sessions @ 40 min | Change | Identity | Personal and cultural expression.<br><br><b>Exploration :</b><br>Governance during Ashoka and its influence in the 21st century globally. | Hinduism had a great impact on the culture and philosophy of India. | B Investigating<br>C Communicating<br>D Thinking Critically             | Self-management Skills - organization<br><br>LP-Balanced. | 1- The Ganapadas.2- The Mahajanapadas. 3- The Use of Iron. 4- Rise Of Magadha 5- Causes for the origin of new religious ideas and faith 6- Rapid Urbanization 7-Vardhamana Mahavira and Jainism.8- Gautama Buddha and Buddhism. 9-Alexander's invasion. 10- Chandragupta Maurya. 11- Bindusara. 12-Ashoka and Buddhism. 13- Mauryan Administration. 13- Administration. 14-The City of Pataliputra 15- Art and Architecture. 16- The Gupta Dynasty.17- Life under Guptas.18- Chandragupta – 19- Samudragupta 20- Harshavardhana. 21- Deccan and South India 22- Life of the people.<br><b>Connection</b> with visual Arts about art and architecture. |
| Social and Political Life<br>Understanding Diversity,<br>Diversity and discrimination.<br>40 sessions @ 40 min.  | Change | Rights   | Fairness and development.<br><b>Exploration :</b><br>- Shift in mindset necessary in today's world  | Diversity and discrimination go hand in hand.                       | A Knowing and Understanding<br>C Communicating<br>D Thinking Critically | Social Skills Collaboration<br>LP-Balanced                | 1- Diversity 2- Effects of diversity. 3- Stereotypes and Prejudices.4- Discrimination and Equality. 5- Discrimination and Caste System. 6- Our Struggle for Freedom and Equality  |

## MYP-2

## MYP YEAR 2 INDIVIDUALS AND SOCIETIES (INTEGRATED HUMANITIES- Drawn from History, Geography, Social and Political Life, Economics and BS)

| Unit title   | Key concept           | Related concept(s) | Global context   | Statement of inquiry   | MYP subject group objective(s)   | ATL skills<br>Learner Profile                     | Content (topics, knowledge, skills)   |
|--|-----------------------|--------------------|--|--|--|---|---|
| History- The Delhi Sultanate, The Mughals, Administration and Society, Mughals, Architecture and power.<br>40 sessions @ 40 min      | Time, place and space | Culture            | Personal and cultural expressions<br>Exploration- The different Monuments constructed and their importance | There exists a strong connection between social and political processes                | B: Investigating<br>C: Communicating<br>D: Thinking Critically                                 | Thinking Skills<br>LP- Thinker                    | 1-Rajputs and their origin. 2- The Pratiharas. 3-The Palas Administration. Trade. 4-The Cholas. 5-The Different Dynasties. 6-Slave Dynasty. 7-The Tughlaqs<br><br>Connection with Visual Art and Architecture   |
| Geography- Our Environment, Land, rocks and minerals. Earth, Atmosphere, Elements of weather and climate. .<br>40 sessions @ 40 min. | Change                | Globalization      | Globalization and Sustainability. Exploration ; - Importance of weather forecasting                        | There exist a composite relationship between natural environment and human habitation. | A: Knowing and Understanding<br>B: Investigating<br>C: Communicating<br>D: Thinking Critically | Communication Skills<br>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. Connection with science(Physics) |
| Social and Political Life<br>The Story of Democracy, Institutional representation of Democracy.<br>40 sessions @ 40 min.             | Systems               | Authority          | Identities and relationships   | Equality, dignity, rule of law influence democracy as a political system.              | A: Knowing and Understanding<br>D: Thinking Critically   | Thinking Skills<br>LP- Thinker                    | 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.  |

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| Social and Political Life<br>Government in the States, Role of state government in distribution of resources.<br>40 sessions @ 40 min | System | Powers      | Fairness and Development.<br>Exploration : What are the consequences of authority, security and freedom | The institution of democracy is ever changing and evolving.         | A: Knowing and Understanding<br>B: Investigating<br>C: Communicating | Information and Literacy<br>LP- Inquirer, Reflective.                      | 1-Legislature at state level. 2-Proportional representation by the single transferable vote system. 3-Functions of the Legislature. 4-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. Learning outcome- Undertake challenges.                             |
| Business Studies Advertisements.<br>Markets around us, 25 sessions @ 40 min   | System | Competition | Globalization and Sustainability.<br><br>Area of Exploration ; - Advertisements impact one's life       | Advertising and markets are interdependent.                         | B: Investigating<br>C: Communicating                                 | Information and Literacy<br>Social Skills<br><br>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.<br><br>Connections with ICT |
| Economics Human Resources<br><br>15 sessions @ 40 min   | Change | Power       | Identities and relationships<br>Exploration; - Development of human resources                           | Inequality and inequity in income leads to high level of disparity. | A: Knowing and understanding   | Social Skills<br><br>LP- Open-minded                                       | 1-What is Human Resource? 2-Population Distribution 3-Census.4- Migration.5- Dependency Ratio. 6-Literacy Ratio 7-Infant Mortality rate<br>Connections With English   |

## MYP-3

## MYP YEAR 3 INDIVIDUALS AND SOCIETIES (INTEGRATED HUMANITIES- Drawn from History, Geography, Social and Political Life, Economics and BS)

| 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)   |
|---|-------------|------------------------------|--|---|---|------------------------------------|---|
| History<br>Title – The Establishment/ Expansion of British (Company) Power, Tribal Societies and Colonialism, The Revolt of 1857.<br><b>40 sessions @ 40 min.</b> | System      | Conflict, cooperation        | Personal and cultural expressions.<br><br>Exploration: Developments during the British Rule.                 | Revolts are essential for change.                               | D:<br>Thinking Critically<br>B: Investigating         | Research Skills 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 revolt? 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.<br>IDU with Performing Arts. |
| History<br>Title : - March to Freedom, Path Beyond Freedom<br>40 sessions @ 40 min  | Change      | Innovation and revolution    | Personal and cultural expressions.   | The importance of nationalist movement.                         | C:<br>Communicating                                   | Thinking Skills – Thinker.         | 1- Reasons for the growth of nationalism. 2- Partition of Bengal. 3- The major movements. 4- Formation of Muslim league. 5- Mahatma Gandhi. 6- The major movements. 7-Gandhi-Irwin Pact. 8- Round table conferences. 9- Partition of India. 10- Independence from the British.  |
| Geography<br>Title – Natural and Man-made resources,<br>30 sessions @ 40 min  | Change      | Management and Intervention. | Scientific and technical innovation<br>Exploration ;<br>- utilization and preservation of natural resources. | The importance of Natural Resources in development of a country | A: Knowledge and Understanding<br>C:<br>Communicating | Communications Skills Communicator | 1- What are resources? 2- The different types of resources. 3- Land, water, resources the different types of soils. 4-Mineral Resources, the different types of minerals. 5- Power resources.<br><br>Connection with science.   |

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| <p>Social and Political Life<br/>Title - The Role of the Constitution and Need for Laws, Vision Set forth in the Indian Constitution, Government at Centre</p> <p>30 sessions @ 40 min</p> | Systems            | Power and Culture | Identities and Relationships Interdependence<br>Exploration - Importance of Constitution      | Constitution provides a framework for democracy.               | B: Investigating<br>C: Communicating<br>D: Thinking Critically | Self-management<br>Skill Balanced<br><br>Research Skills :<br>Inquirer. | 1- What is Constitution? 2- The Preamble. 3- Importance of Constitution. 4- Why are laws required? 5- Fundamental rights and Duties. 6- What is a government? 7- What are its importance? 8- Lok Sabha<br>9- Rajya Sabha   |
| <p>Economics<br/>Title – The Government and the economic Development.</p> <p>30 sessions @ 40 min.</p>   | Global Interaction | Globalization     | Globalization and Sustainability<br>Area of Exploration - population helps in economic growth | Economic Development is necessary for the growth of a country. | A: Knowledge and Understanding<br>D: Thinking Critically       | <b>Social Skills</b><br><br><b>LP-Open-minded</b>                       | 1- Role of the Government. 2- Role of the state in development. 3- Five years plan.4- Rural Development.<br>5- Development in Industries and Transport, 6-Telecommunications, 7- Education.<br><br>Connections with Civics |
| <p>Business Studies<br/>Title – Classification of Industries.<br/>30 sessions @ 40 min</p>   | Change             | Strategy          | Fairness and Development<br>.Exploration - Pollution caused by industries                     | Industries have paved way to modern civilization.              | D: Thinking Critically<br>C: Communicating                     | Self-management skills<br><br>LP- Balanced, Reflective                  | 1- What are Industries? 2- Importance of Industries. 3- Classification of Industries. 4- Factors affecting location of Industries.5- Industrial System.<br>6- Industrial Regions.  |

## MYP-4

## 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:<br>30sessions @<br>40 min.                        | Systems     | Scarcity,<br>Sustainability | Fairness and development<br><b>Exploration</b><br>1-inequality, difference and inclusion<br>2-human capability and development | Scarcity of resources relative to human wants is the central problem in economics.   | A: Knowing and understanding-<br>B: Investigating- | Communication- through Language<br>Self-management<br>Learner profile: Knowledgeable, Thinker, Communicator                                  | 1-Choice and the allocation of resources.<br>2-What is the economic problem?<br>3-Factors of Production<br>4-The satisfaction of human wants<br>5-Opportunity cost: the cost of choice |
| The allocation of resources<br>30 sessions @<br>40 min.                       | Change      | Resources,<br>Growth        | Globalization and sustainability<br><b>Exploration :</b><br>Markets, commodities and commercialization                         | Every country has an economy involving decisions about production, consumption and exchange of goods and services.                         | A: Knowing and understanding -<br>C: Communicating | Thinking-Creative thinking skills-Critical Thinking skills<br>Learner Profile: Knowledgeable, Thinker, Communicator, Principled and Balanced | 1- How markets work<br>2-Market failure.<br>3-Economic Systems<br>4-Social costs and benefits.<br><br><b>Connection: Business Studies - Allocation of Resources</b>                    |
| The individual as producer, consumer and borrower.<br>40 sessions @<br>40 min | Systems     | Consumption,<br>Trade       | Personal and cultural expression<br><b>Exploration :</b><br>products, systems, institutions                                    | The banking system in any modern economy ensure that there is enough money in circulation to finance production, consumption and exchange. | C: Communicating-<br>D: Thinking critically        | Research-Media literacy skills<br>Mindfulness<br>Learner Profile: Risk-Taker, Knowledgeable, Principled, Thinker and Open-minded             | 1-The individual as producer, consumer and borrower.<br>2-Money and finance<br>3-Occupations and earnings<br>4-The role of trade unions<br>5-Spending, saving and borrowing.           |



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| The Private firm as producer and employer<br>30 sessions @ 40 min. | Connections | Power, Model          | Identities and relationships<br><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<br>C: Communicating<br>D: Thinking critically | Communication Skills-through.<br>Learner Profile: Communicator , Thinker, Knowledgeable and Principled   | 1-Types of business organization.<br>2-Organization of production.<br>3-The growth of firms.<br>4-Competition<br><br><b>IDU and Connections with Business Studies</b> |
| The role of Government in an economy.<br>30 sessions @ 40 min.     | Development | Growth, Globalization | Fairness and development<br><b>Exploration :</b> • Democracy, politics, government and civil society | To achieve its macroeconomic objectives a government influences the aggregate demand and aggregate supply in the economy. | A: Knowing and understanding<br>B: Investigating                           | Research-Information literacy<br>Media literacy skills<br>Thinking-Critical.<br>Transfer skills<br>LP: Communicator , Thinker, knowledgeable , Reflective and Principled | 1-Government economic policy.<br>2-Taxation   |

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<br>Learner Profile  | Content (topics, knowledge, skills)  |
|---|-------------|----------------------------|--|--|---|--|--|
| Understanding Business Activity<br><br>30sessions @ 40 min. | System      | Choice; consumption; trade | Globalization and sustainability<br><b>Exploration-</b> how business would sustain themselves in today's globalized world. | Business activity is required in all systems where consumers are offered a varied choice in today's globalized world | A : Knowing and Understanding<br>D: Thinking critically | Thinking-Critical<br>thinking skills-<br>Communication- Research-Media literacy skills-<br>LP- Thinker, Inquirer, Communicator | 1- Concepts of needs, wants, scarcity and opportunity cost<br>2- Importance of specialization.<br>3- Purpose of business activity<br>4- The concept of adding value and how added value can be enhanced<br>Connection- Economics |

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| <p>People in business</p> <p>40sessions @ 40 min.</p> | <p>Global Interactions</p> | <p>Leadership</p> | <p>Identities and relationships<br/><b>Exploration-</b> compare about leadership strategies globally.</p> | <p>A global consensus is that Leaders need to maintain a healthy relationship with their subordinates for the proper functioning of the firm.</p> | <p>A : Knowing and Understanding<br/>D: Thinking critically</p> | <p>Thinking- Critical thinking skills communication skills<br/>Self-Management- Organizational skills<br/>LP- Thinker, Inquirer, Communicator</p> | <p>1-Characteristics of successful entrepreneurs<br/>2- Contents of a business plan and how business plans assist entrepreneurs<br/>3- Why and how governments support business start-ups, e.g. grants, training. The methods and problems of measuring business size:<br/>4- Methods of measuring business size, e.g. number of people employed, value of output, capital employed (profit is not a method of measuring business size).<br/>5- Limitations of methods of measuring business size<br/>Why some businesses grow and others remain small:<br/>6- Why the owners of a business may want to expand the business<br/>7- Different ways in which businesses can grow<br/>8- Problems linked to business growth and how to overcome.<br/>Why some businesses remain small ?<br/>Why some (new or established) businesses fail: •<br/>Causes of business failure, e.g. lack of management skills, changes in the business environment<br/>9- Why new businesses are at a greater risk of failing?</p> |
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## MYP-5

## MYP YEAR 5 INDIVIDUALS AND SOCIETIES - ECONOMICS

| Unit title  | Key concept | Related concept             | 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<br>40 sessions @ 40 min            | Development | Growth, Equity              | Fairness and development.<br><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<br>D: Thinking critically                      | <b>Research-</b><br>Information literacy skills<br>Media literacy skills<br>Learner Profiles:<br>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.<br>40 sessions @ 40 min | Systems     | Growth, Poverty             | Globalization and sustainability<br><b>Exploration:</b> • commonality, diversity and interconnection             | Changes in the Industrial structure of an economy can result in high unemployment.  | A: Knowing and understanding<br>B: Investigating-<br>D: Thinking critically | Self-management-<br>Organizational skill-<br>Critical thinking<br><b>Learner Profiles:</b><br>Knowledgeable, Thinker, Principled, Communicator, Reflective, Risk-Taker, 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 Economic growth, 13-Growth cycles. |
| Developed and less developed economies, Population, Human Development<br>40 sessions @ 40 min                 | Change      | Sustainability, Consumption | Globalization and sustainability.<br><b>Exploration:</b> • population and demography                             | Economic development involves growth in the productive scale and wealth of an economy.                                    | A: Knowing and understanding<br>B: Investigating<br>D: Thinking critically  | <b>Communication-</b><br>Through language -<br><b>Self-Management-</b><br>Affective skills-<br>Perseverance.<br>Thinking- Critical thinking skills<br><b>Learner Profiles:</b><br>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.   |

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| <p>1-International specialization and trade.<br/>2- Balancing international payments.</p> <p>40 sessions @ 40 min</p> | <p>Global Interactions</p> | <p>Trade</p>         | <p>Globalization and sustainability.<br/><b>Exploration:</b> urban planning, strategy and infrastructure</p>                             | <p>Resources are best allocated to those uses in an economy where there is an absolute or comparative cost advantage in production over other countries.</p> | <p>A: Knowing and understanding<br/>D: Thinking critically</p>                           | <p>Research- Information literacy skills<br/>Thinking skills-<br/>Transfer skills-<br/><b>Communication skills-</b> communication-<br/><b>Learner Profiles:</b> Knowledgeable, Thinker, Principled, Communicator</p> | <p>1-International Trade and exchange rate-<br/>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?<br/>7-Specialization and trade, 8-Free trade and protectionism? 9-Free trade or aid?<br/>10-Conservation or commercialization?</p> <p><b>IDU and Connections with Business Studies</b></p>  |
| <p>Marketing</p> <p>50sessions @ 40 min.</p>  | <p>Communities</p>         | <p>Globalization</p> | <p>Globalization and sustainability<br/><b>Exploration-</b> How the market is segmented to cater to the needs of the target customer</p> | <p>In today's competitive world across all communities globally if products are not marketed properly, no firm can survive and sustain themselves.</p>       | <p>A : Knowing and Understanding<br/>B: Investigating<br/>Criterion C: Communicating</p> | <p>Thinking- Critical thinking skills-<br/>Communication-<br/>Research- Media literacy skills-<br/>LP- Thinker, Inquirer, Communicator, Risk taker</p>   | <p>1-The main features of different forms of business organization:<br/>2- Sole traders, partnerships, private and public limited companies. 3-franchises and joint ventures, 4- differences between unincorporated businesses and limited companies, 5- concepts of risk, ownership and limited liability, 6-recommend and justify a suitable form of business organization, to owners/management in a given situation, 7- business organizations in the public sector, e.g. public corporations, Business objectives and stakeholder objectives- , 8- Need for business objectives and the importance of them 9- Different business objectives, e.g. survival, growth, profit and market share 10- Objectives of social enterprises.The role of stakeholder groups involved in business activity:11- Main internal and external stakeholder groups, 12- Objectives of different stakeholder groups, 13- Use examples to illustrate these objectives and how they might conflict, Demonstrate an awareness of the differences in the aims and objectives of private sector and public sector enterprises<br/><b>Connection-</b> Economics- Demand and supply of a product</p> |

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| <p>Operations Management<br/>15 sessions @ 40 min.</p>                             | <p>System</p> | <p>Processes</p> | <p>Scientific and technical innovations<br/><b>Exploration-</b> How the firms can integrate and combine new production process</p>                              | <p>In the present system managers need to know about the scientific and technical processes that are required in the production process.</p> | <p>A : Knowing and Understanding<br/>B: Investigating<br/>C: Communicating<br/>D: Thinking critically</p> | <p>Thinking- Critical thinking skills<br/><br/>LP-Caring</p>   | <p>1-Costs Scale of production and Identify and classify costs:<br/>2- Classifying costs – fixed, variable, average, total; use examples to illustrate these. 3- Use cost data to help make simple cost-based decisions, e.g. to stop production or continue Economies and diseconomies of scale:4- The concepts of economies and diseconomies of scale; examples of both. Explain, interpret and use a simple break-even chart:5- The concept of break even<br/>6- Construct, complete or amend a simple break-even chart<br/>7- Interpret a given chart and use it to analyse a situation<br/>8- Use a chart to help make simple decisions, e.g. impact of higher price. 9- Understand the limitations of break-even charts Break Even Analysis</p>  |
| <p>Financial Information and financial Decisions<br/><br/>10sessions @ 40 min.</p> | <p>System</p> | <p>Processes</p> | <p>Fairness and development<br/><b>Exploration-</b> What processes related to Financial Information can firms use to be fair in taking financial decisions.</p> | <p>Across all economic systems there should be fairness and transparency in the financial information and processes followed.</p>            | <p>A : Knowing and Understanding<br/>B: Investigating<br/>D: Thinking critically</p>                      | <p>communication skills<br/>Self-Management-<br/>Organizational skills<br/>Research- Media literacy skills<br/>LP- Thinker, Principled</p> | <p>1-Business Finance: Needs and sources<br/>2-The need for business finance:<br/>3- The main reasons why businesses need finance, e.g. start-up capital, capital for expansion and additional working capital<br/>4- Understand the difference between short-term and long-term finance needs, The main sources of capital:5- Internal sources and external sources with examples, 6- Short-term and long-term sources with examples, e.g. debt or equity for long-term Finance, 7- Importance of micro-finance in developing economies<br/>8-The main factors considered in making the financial choice, e.g. size and legal form of business, amount required, length of time, existing loans, 9- Recommend and justify appropriate source(s) of finance in given circumstances<br/>Connection- Economics</p> |

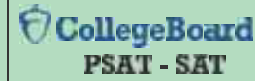
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| <p>External influences on business activity</p> <p>15sessions @ 40 min.</p> | System | Strategies | <p>Fairness and Development</p> <p><b>Exploration-</b> What strategies can firms use to be fair in their operations and still develop and grow</p> | <p>Across all economic systems globally the firms need to strategise and be fair while doing business</p> | <p>A : Knowing and Understanding</p> <p>B: Investigating</p> <p>D: Thinking critically</p> | <p>Communication Skills</p> <p>Self Management- Reflective Skills and Affective Skill</p> <p>Research- Media literacy skills</p> <p>LP- Thinker, Principled</p> | <p>1-Business and the international Economy</p> <p>2-The importance of globalization:</p> <p>3- The concept of globalization and the reasons for it. 4- Opportunities and threats of globalization for businesses. Connection- Mathematics Numbers. 5- Why some governments might introduce import tariffs and quotas. Reasons for the importance and growth of multinational companies (MNCs): 6- Benefits to a business of becoming a multinational. 7- Potential benefits to a country and/or economy where a MNC is located, e.g. jobs, exports, increased choice, investment 8- Potential drawbacks to a country and/or economy where a MNC is located, e.g. reduced. sales of local businesses, repatriation of profits, The impact of exchange rate changes: 9- Depreciation and appreciation of an exchange rate. 10- How exchange rate changes can affect businesses as importers and exporters of products, e.g. prices, competitiveness, profitability (exchange rate calculations will not be examined)</p> <p>Connection- Biology &amp; Chemistry Effect of pollution</p> |
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| MYP YEAR 5 INDIVIDUALS AND SOCIETIES- BUSINESS STUDIES |               |                      |  |   |   |  |  |
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| Unit Title   | Key Concept   | Related Concept      | Global Context   | Statement of Inquiry  | MYP Subject Group Objective(s)                          | ATL Skills/ LP   | Content (Topics, Knowledge, Skills)  |
| People in Business<br><br>40 sessions @ 40 min.        | Communication | Culture; Cooperation | Identities and relationships<br><b>Exploration</b> - whether recruitment and selection process differs across cultures | The only factor of production with emotions the managers need to handle the relationships with the workers very tactfully irrespective of culture | A : Knowing and Understanding<br>D: Thinking critically | Self-Management- Affective skills- managing state of mind.<br>Thinking- Critical thinking skills<br>Communication skills<br>LP- Caring | 1-The methods of recruiting and selecting workers:<br>a- Recruitment and selection, b- Difference between internal and external recruitment, c- Main stages in recruitment and selection of staff, d- Benefits and limitations of part-time and full-time workers<br>2-The importance of training and the methods of training: a- Importance of training to a business and workers, b- Benefits and limitations of induction training, c-on-the-job training and off-the-job training, d-Why reducing the size of the workforce might be necessary: e- Difference between dismissal and redundancy with examples to illustrate the difference, f- Understand situations in which downsizing the workforce might be necessary, e.g. Automation or reduced demand for products. Internal and external communication<br>3-Why effective communication is important and the methods used to achieve it: a- Effective communication and its importance to business<br>b- Benefits and limitations of different communication methods including those based on information technology (IT)<br>c- Recommend and justify which communication method to use in given circumstances.<br>4-Demonstrate an awareness of communication barriers: a- How communication barriers arise and problems of ineffective communication; b-how Communication barriers can be reduced or removed, 5- Recommend and justify which workers to recruit/make redundant in given circumstances, a--Legal controls over employment issues and their impact on employers and employees: b-Legal controls over employment contracts, unfair |

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|  |         |           |  |   |   |   | dismissal, discrimination, health and safety, legal minimum wage.  |
| Operations Management<br><br>30 sessions @ 40 min.                     | Systems | Strategy  | Orientation in space and time<br><b>Exploration</b><br>strategies of the producers to locate at certain places and how quality control is carried out. | In different systems and cultures specific strategies are adopted by the managers to maintain the quality of products | A : Knowing and Understanding<br>B: Investigating<br>C: Communicating<br>D: Thinking critically | Thinking- Critical thinking skills<br>LP- Thinker   | 1-Achieving quality production<br>a-Why is quality important and how quality production might be achieved: b- What quality means b- why it is important for all businesses c- Concept of quality control and how businesses implement quality control, d- The concept of quality assurance, 2- Location decisions, a-The main factors influencing the location and relocation decisions of a business:<br>b- Factors relevant to the location decision of manufacturing businesses and service, Businesses, c- Factors that a business could consider when deciding in which country to locate operations. d- The role of legal controls on location decisions e- Recommend and justify an appropriate location for a business in given circumstances.   |
| Financial Information and financial Decisions<br>50 sessions @ 40 min. | Systems | Processes | fairness and development   | The processes of a financial system is the life blood of a successful, ethical and longlasting business               | A : Knowing and Understanding<br>B: Investigating<br>C: Communicating<br>D: Thinking critically | Communication-communication skills<br>Self- Management-Organizational skills<br>Research- Media literacy skills<br>Thinking-Critical thinking skills<br>LP- communicator, Principled, Thinker | 1-Cash Flow forecasting<br>a- The importance of cash and of cash-flow forecasting:<br>b- Why cash is important to a business c- c- What a cash-flow forecast is, how a simple one is constructed and the importance of it. d- Amend or complete a simple cash-flow forecast<br>e- How to interpret a simple cash-flow forecast<br>f- How a short-term cash-flow problem might be overcome, e.g. increasing loans, delaying payments, asking debtors to pay more quickly .<br>2- Working capital:<br>a- The concept and importance of working capital, Income Statements; What profit is and why it is important: b- How a profit is made. c- Importance of profit to private sector businesses, e.g. reward for risk taking/enterprise, source of finance. d- Difference between profit and cash Balance Sheets; Analysis Of accounts;<br><b>Connection-</b> Mathematics-Ratios and proportion |



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| <p>External Influences on business economy<br/>40 sessions @ 40 min.</p> | <p>Systems</p> | <p>Strategy</p> | <p>Globalization</p> | <p>In todays globalized system every business needs to have strategies to handle external influences survive.</p> | <p>A : Knowing and Understanding<br/>B: Investigating<br/>D: Thinking critically</p> | <p>Communication- Communication Skills<br/>Self Management- Reflective Skills and Affective Skill<br/>Research- Media literacy skills<br/><br/>LP- Caring, principled, communicator</p> | <p>1-External influences on business activity<br/>a-Government economic objectives and policies b-How government control over the economy affects business activity<br/>:c- Government economic objectives, e.g. increasing Gross Domestic Product (GDP)<br/>d- Main stages of the business cycle; growth, boom, recession, slump, e- How changes in taxes and government spending can affect business activity, f- How changes in interest rates can affect business activity, g- How businesses might respond to these changes<br/>2-Environmental and ethical issues, Environmental concerns and ethical issues as both opportunities and constraints for businesses:<br/>a- How business activity can impact on the environment, e.g. global warming, b- The concept of externalities; possible external costs and external benefits of business decisions<br/>• Sustainable development – how business activity can contribute to this<br/>c- How/why business might respond to environmental pressures and opportunities; pressure groups<br/>d-The role of legal controls over business activity affecting the environment, e.g. pollution controls<br/>e- Ethical issues a business might face; conflicts between profits and ethics<br/>f- How business might react and respond to ethical issues, e.g. child labour<br/>Connection- Biology and Chemistry - Pollution<br/><b>Service As Action-</b> Exhibition to create awareness about the disastrous effect of pollution<br/>Learning Outcome- Persevere in action, work collaboratively, Plan and evaluate the action.</p> |
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