Individuals and Societies overview
Year 2 (Grade 7)

Unit title and teaching hours	Key concept & Related concepts	Global context & exploration	Statement of inquiry	Objectives	ATL skills	Content
What is History? What is Geography? 12 h/ 3 weeks	**Systems** Processes Perspective Culture	Orientation in space and time heritage	Through the study of both the physical processes and cultural systems through time, we gain an understanding and perspective about the world and our human heritage.	A, B, C, D	Communication/Communication—Take effective notes in class; preview and skim text to build understanding; use and interpret a range of discipline specific terms and symbols; read critically and for comprehension; make inferences and draw conclusions. Social/Collaboration—Take responsibility for one's own actions; listen actively to other perspectives and ideas. Self-management/Organization—Keep and use a weekly planner for assignments; bring necessary equipment and supplies to class; keep an organized and logical and organized system of information files/notes. Thinking/Critical Thinking—Interpret data; draw reasonable conclusions and generalizations.	What is History? What Does a Historian Do? How does a Historian Work? Researching History Primary/Secondary Sources What is geography? Six Essential Elements Weathering, rivers, and coasts
Rome: The Rise and Fall of the Roman Empire 28 h/ 7 weeks	**Change** Governance Culture	Orientation in space and time turning points and "big history"	Roman political and cultural achievements changed the world and are still recognized and valued today.	A, B, C, D	Communication/Communication—Take effective notes in class; preview and skim text to build understanding; use and interpret a range of discipline specific terms and symbols; read critically and for comprehension; make inferences and draw conclusions. Social/Collaboration—Take responsibility for one's own actions; listen actively to other perspectives and ideas. Self-management/Organization—Keep and use a weekly planner for assignments; bring necessary equipment and supplies to class; keep an organized and logical and organized system of information files/notes. Self-management/Reflection—Identify strengths and weaknesses of personal learning strategies (self-assessment). Thinking/Critical Thinking—Interpret data; draw reasonable conclusions and generalizations. Research/Information literacy—Identify primary and secondary sources; Create references and citations to construct a bibliography; collect, record and verify data; process data and report results.	Roman Civilization: The Roman Way of Life The Rome's Decline The Byzantine Empire Population

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					Research/Media literacy—Locate, organize, analyze, evaluate, synthesize and ethically use information form a variety of sources and media (including digital and social media and online networks); communicate information and ideas effectively to multiple audiences using a variety of media and formats.	
World Religions: Christianity and the Spread of Islam 28 h/ 7 weeks	**Development** Choice Power	Personal and cultural expression belief systems	The spread of religion gave people the power to choose and develop their personal and cultural expression.	A, B, C, D	Communication/Communication—Take effective notes in class; preview and skim text to build understanding; use and interpret a range of discipline specific terms and symbols; read critically and for comprehension; make inferences and draw conclusions. Social/Collaboration—Take responsibility for one's own actions; listen actively to other perspectives and ideas. Self-management/Organization—Keep and use a weekly planner for assignments; bring necessary equipment and supplies to class; keep an organized and logical and organized system of information files/notes. Self-management/Reflection—Identify strengths and weaknesses of personal learning strategies (self-assessment). Thinking/Critical Thinking—Interpret data; draw reasonable conclusions and generalizations.	Religions: Early Christianity The Early Church A New Faith The Spread of Islam Life in the Islamic World Resources and the Environment
African Civilizations 24 h/ 6 weeks	**Cultural** Identity Resources	Globalization and sustainability human impact on the environment	Developing global regions require environmental sustainability and the fair distribution of resources to preserve cultural identity.	A, B, C, D	Communication/Communication—Take effective notes in class; preview and skim text to build understanding; use and interpret a range of discipline specific terms and symbols; read critically and for comprehension; make inferences and draw conclusions. Social/Collaboration—Take responsibility for one's own actions; listen actively to other perspectives and ideas. Self-management/Organization—Keep and use a weekly planner for assignments; bring necessary equipment and supplies to class; keep an organized and logical and organized system of information files/notes. Self-management/Reflection—Identify strengths and weaknesses of personal learning strategies (self-assessment). Thinking/Critical Thinking—Interpret data; draw	The Rise of African Civilizations: African Beginnings Trading Empires West African Kingdoms East African Kingdoms African Society and Culture African Society The Slave Trade Culture in Africa Kenya/World Issues

					reasonable conclusions and generalizations. Research/Information literacy—Identify primary and secondary sources; Create references and citations to construct a bibliography; collect, record and verify data; process data and report results. Research/Media literacy—Locate, organize, analyze, evaluate, synthesize and ethically use information form a variety of sources and media (including digital and social media and online networks); communicate information and ideas effectively to multiple audiences using a variety of media and formats.	
Medieval Europe 28 h/ 7 weeks	**System** Causality Governance	Fairness and development power and privilege	The social and political systems created in Medieval Europe were the result of an unfair distribution of power and privilege.	A, B, C, D	Communication/Communication—Take effective notes in class; preview and skim text to build understanding; use and interpret a range of discipline specific terms and symbols; read critically and for comprehension; make inferences and draw conclusions. Social/Collaboration—Take responsibility for one's own actions; listen actively to other perspectives and ideas. Self-management/Organization—Keep and use a weekly planner for assignments; bring necessary equipment and supplies to class; keep an organized and logical and organized system of information files/notes. Self-management/Reflection—Identify strengths and weaknesses of personal learning strategies (self-assessment). Thinking/Critical Thinking—Interpret data; draw reasonable conclusions and generalizations. Research/Information literacy—Identify primary and secondary sources; Create references and citations to construct a bibliography; collect, record and verify data; process data and report results. Research/Media literacy—Locate, organize, analyze, evaluate, synthesize and ethically use information form a variety of sources and media (including digital and social media and online networks); communicate information and ideas effectively to multiple audiences using a variety of media and formats.	The Early Middle Ages: Geography of Europe Kingdoms in Western Europe The Church and Its Influence Feudalism and the Rise of Towns The Feudal Order The Medieval Manor Kingdoms and Crusades Royal Power in England William the Conqueror, Henry II The Magna Carta and Parliament Monarchy in France Farming/Industries

Individuals and Societies overview

Year 3 (Grade 8)

Unit title and teaching hours	Key concept Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
What is History and Geography? 12 h/ 3 weeks	**Systems** Processes, perspective Culture	Orientation in space and time heritage	Through the study of both the physical processes and cultural systems through time, we gain an understanding and perspective about the world and our human heritage.	A,B, C, D	<u>Communication/Communication</u>—Paraphrase accurately and concisely; use a variety of organizers for academic writing tasks; organize and depict information logically. <u>Social/Collaboration</u>—Encourage others to contribute. <u>Self-management/Organization</u>—plan short and long-term assignments; meets deadlines; set goals that are challenging and realistic. <u>Self-management/Affective</u>—Self motivation: Practice analysing and attributing causes for failure; practice managing self-talk; practice positive thinking. <u>Self-management/Reflection</u>—Consider ATL skill development: What can I already do? How can I share my skills to help peers who need more practice?; what will I work on next? <u>Thinking/Critical thinking</u>—Gather and organize relevant information to formulate an argument; evaluate evidence and arguments. <u>Thinking/Creative thinking</u>—Use brainstorming and visual diagrams to generate new ideas and inquiries.	What is History? What Does a Historian Do? How does a Historian Work? Researching History Primary/Secondary Sources Reliability of Internet Sources What is geography? Six Essential Elements Latitude/Longitude Maps, Globe , Charts, and Tables Physical Geography: Volcanoes and Earthquakes
Renaissance and Reformation 36 h/ 9 weeks	**Change** Perspective Civilization	Personal and cultural expression artistry, creation	The Renaissance and Reformation was a period of rebirth in European civilization, which changed the perspective on personal, cultural, and creative expression in	A, B, C, D	<u>Communication/Communication</u>—Paraphrase accurately and concisely; use a variety of organizers for academic writing tasks; organize and depict information logically. <u>Social/Collaboration</u>—Encourage others to contribute. <u>Self-management/Organization</u>—plan short and long-term assignments; meets deadlines; set goals that are challenging and realistic. <u>Self-management/Affective</u>—Self motivation: Practice analysing and attributing causes for failure; practice managing self-talk; practice positive thinking. <u>Self-management/Reflection</u>—Consider ATL skill development: What can I already do? How can I share my skills to help peers who need more practice?; what will I work on next? <u>Research/Information literacy</u>—Make connections	The Renaissance and Reformation The Renaissance Begins New Ideas and Art The Reformation Begins Catholics and Protestants Italy, an EU country

					between various sources of information; present information in a variety of formats and platforms. Research/Media literacy—Demonstrate awareness of media interpretations of events and idea (including digital social media). Thinking/Critical thinking—Gather and organize relevant information to formulate an argument; evaluate evidence and arguments. Thinking/Creative thinking—Use brainstorming and visual diagrams to generate new ideas and inquiries. Thinking/Transfer—Apply skills and knowledge in unfamiliar situations.	
The Americas 20 h/ 5 weeks	**Culture** Development Identity	Scientific and technical innovation adaptation, ingenuity	Early societies developed a unique cultural identity through scientific, technical, and political ingenuity to adapt to their environment.	A, B, C, D	Communication/Communication—Paraphrase accurately and concisely; use a variety of organizers for academic writing tasks; organize and depict information logically. Social/Collaboration—Encourage others to contribute. Self-management/Organization—plan short and long-term assignments; meets deadlines; set goals that are challenging and realistic. Self-management/Affective—Self motivation: Practice analysing and attributing causes for failure; practice managing self-talk; practice positive thinking. Self-management/Reflection—Consider ATL skill development: What can I already do? How can I share my skills to help peers who need more practice?; What will I work on next? Thinking/Critical thinking—Gather and organize relevant information to formulate an argument; evaluate evidence and arguments. Thinking/Creative thinking—Use brainstorming and visual diagrams to generate new ideas and inquiries.	The First Americas Geography of the Americas Settling the Americas First American Societies Early Cultures in North America Life in the Americas The Maya The Aztec The Inca North American Peoples Ecosystems
The Age of Exploration and Trade 32 h / 8 weeks	**Global interactions** Civilization Culture	Fairness and development peace and conflict management	Exploration led to the development of global interactions and cultural exchange, but	A, B, C, D	Communication/Communication—Paraphrase accurately and concisely; use a variety of organizers for academic writing tasks; organize and depict information logically. Social/Collaboration—Encourage others to contribute. Self-management/Organization—plan short and long-term assignments; meets deadlines; set goals that are challenging and realistic. Self-management/Affective—Self motivation: Practice	The Age of Exploration: Spain's Conquests in the America Exploration and World Wide Trade

			also created conflict between the merging civilizations.		analysing and attributing causes for failure; practice managing self-talk; practice positive thinking. Self-management/Reflection—Consider ATL skill development: What can I already do? How can I share my skills to help peers who need more practice?; what will I work on next? Research/Information literacy—Make connections between various sources of information; present information in a variety of formats and platforms. Research/Media literacy—Demonstrate awareness of media interpretations of events and idea (including digital social media). Thinking/Critical thinking—Gather and organize relevant information to formulate an argument; evaluate evidence and arguments. Thinking/Creative thinking—Use brainstorming and visual diagrams to generate new ideas and inquiries. Thinking/Transfer—Apply skills and knowledge in unfamiliar situations.	Economics Industries: Tertiary Globalization: Transnational/Multinational Corporations and Developing Countries World Development: Population, Jobs, and Trade
The Scientific Revolution and Enlightenment 20 h / 5 weeks	**Development** Innovation and revolution Perspective	Scientific and technical innovation ingenuity and progress	The development of human ingenuity and progressive ideas led to revolutions in science and technology, which changed people's lives and perspective of the world.	A, B, C, D	Communication/Communication—Paraphrase accurately and concisely; use a variety of organizers for academic writing tasks; organize and depict information logically. Social/Collaboration—Encourage others to contribute. Self-management/Organization—plan short and long-term assignments; meets deadlines; set goals that are challenging and realistic. Self-management/Affective—Self motivation: Practice analysing and attributing causes for failure; practice managing self-talk; practice positive thinking. Self-management/Reflection—Consider ATL skill development: What can I already do? How can I share my skills to help peers who need more practice?; what will I work on next? Research/Information literacy—Make connections between various sources of information; present information in a variety of formats and platforms. Research/Media literacy—Demonstrate awareness of media interpretations of events and idea (including digital social media).	The Scientific Revolution The Enlightenment JAPAN: A Developed Country and its Technological Revolution

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					Thinking/Critical thinking—Gather and organize relevant information to formulate an argument; evaluate evidence and arguments. Thinking/Creative thinking—Use brainstorming and visual diagrams to generate new ideas and inquiries. Thinking/Transfer—Apply skills and knowledge in unfamiliar situations.	

Individuals and Societies overview

Year 4 (Grade 9)

Unit title and teaching hours	Key concept Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
Revolutions: American and French

36 h/ 9 weeks | **Change** Power Causality | Fairness and development

government and civil society | Revolution can change the balance of power in government causing shifts in the fairness and development of civil society. | A, B, C, D | Communication/Communication—Give and receive meaningful feedback; write for different purposes; make effective summary notes for studying; structure information in summaries, essays, and reports.
Self-management/Organization—Create plans to prepare for summative assessments, examinations, and performances.
Self-management/Affective—Perseverance: Demonstrate persistence and perseverance; practice delaying gratification.
Self-management/Reflection—Consider personal learning strategies: What can I do to become a more efficient and effective learner? How can I become more flexible in my choice of learning strategies; What factors are important for helping me learn well?
Research/Information literacy—Collect and analyse data to identify solutions and make informed decisions; understand and implement intellectual property rights.
Research/Media literacy—Understand the impact of media representations and modes of presentation; seek a range of perspectives from multiple and varied sources.
Thinking/Critical thinking—Recognize unstated assumptions and bias; revise understanding based on information and evidence; develop contrary or opposing arguments.
Thinking/Creative thinking—Consider multiple alternative, including those that might be unlikely or impossible.
Thinking/Transfer—Inquire in difference context to gain a different perspective combine knowledge, understanding and skills to create products or solutions. | The French Revolution and Napoleon
Absolutism in Europe, France under Louis XIV
The French Revolution Begins
Radical Revolution and Reaction
The Rise of Napoleon and the Napoleonic Wars
The Fall of Napoleon and the European Reaction

Practicing Citizenship

People, Places, and Environments (The cultural diffusion of customs and ideas, conflict and development) |
| Industrialism: Mass Society

24 h/ 6 weeks | **Time, place, and space** Environment Resources

human impact | Globalization and sustainability | The rise of a global mass society during the second industrial | A, B,C, D | Communication/Communication—Give and receive meaningful feedback; write for different purposes; make effective summary notes for studying; structure information in summaries, essays, and reports.
Social/Collaboration—Give and receive meaningful | Industrialization 1800-1870; Mass Society and Democracy 1870-1914
The Industrial Revolution
The Growth of Industrial |

| | | on the environment | revolution impacted the resources and environment of nations and their future sustainability. | | feedback.
Self-management/Organization—Create plans to prepare for summative assessments, examinations, and performances.
Self-management/Affective—Perseverance: Demonstrate persistence and perseverance; practice delaying gratification.
Self-management/Reflection—Consider personal learning strategies: What can I do to become a more efficient and effective learner? How can I become more flexible in my choice of learning strategies; What factors are important for helping me learn well?
Research/Information literacy—Collect and analyse data to identify solutions and make informed decisions; understand and implement intellectual property rights.
Research/Media literacy—Understand the impact of media representations and modes of presentation; seek a range of perspectives from multiple and varied sources.
Thinking/Critical thinking—Recognize unstated assumptions and bias; revise understanding based on information and evidence; develop contrary or opposing arguments.
Thinking/Creative thinking—Consider multiple alternative, including those that might be unlikely or impossible.
Thinking/Transfer—Inquire in difference context to gain a different perspective combine knowledge, understanding and skills to create products or solutions. | Prosperity
The Emergence of Mass Society

Industrialization: "The impact of the Industrial Revolution on the Environment"
Science Technology and the Environment Today |
| Imperialism 1800-1914

36 h / 9 weeks | **Global interactions**
Resources
Power | Orientation in space and time

exchange and interaction | Industrialization and the desire for global resources motivate countries to seek power and control over other countries leading to both positive and negative exchanges and | A, B, C, D | Self-management/Organization—Create plans to prepare for summative assessments, examinations, and performances.
Self-management/Affective—Perseverance: Demonstrate persistence and perseverance; practice delaying gratification.
Self-management/Reflection—Consider personal learning strategies: What can I do to become a more efficient and effective learner? How can I become more flexible in my choice of learning strategies; What factors are important for helping me learn well?
Thinking/Critical thinking—Recognize unstated assumptions and bias; revise understanding based on information and | Colonial Rule in South East Asia
Empire Building in Africa
British Rule in India
Imperialism in Latin America

Natural Resources and the Environment
Imperialism: "The Search for Natural Resources and the Impact on the Environment". |

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			interactions.		evidence; develop contrary or opposing arguments.	
Global Contemporary Issues 24 h / 6 weeks	**Systems** Globalization Choices	Fairness and development inequality	Today's global challenges require governmental and non-governmental organizational systems to make choices concerning fairness, inequality, and development worldwide.	A, B, C, D	Communication/Communication—Give and receive meaningful feedback; write for different purposes; make effective summary notes for studying; structure information in summaries, essays, and reports. Social/Collaboration—Give and receive meaningful feedback. Self-management/Organization—Create plans to prepare for summative assessments, examinations, and performances. Self-management/Affective—Perseverance: Demonstrate persistence and perseverance; practice delaying gratification. Self-management/Reflection—Consider personal learning strategies: What can I do to become a more efficient and effective learner? How can I become more flexible in my choice of learning strategies; What factors are important for helping me learn well? Research/Information literacy—Collect and analyse data to identify solutions and make informed decisions; understand and implement intellectual property rights. Research/Media literacy—Understand the impact of media representations and modes of presentation; seek a range of perspectives from multiple and varied sources. Thinking/Critical thinking—Recognize unstated assumptions and bias; revise understanding based on information and evidence; develop contrary or opposing arguments. Thinking/Creative thinking—Consider multiple alternative, including those that might be unlikely or impossible. Thinking/Transfer—Inquire in difference context to gain a different perspective combine knowledge, understanding and skills to create products or solutions.	Contemporary Global Issues: Social Challenges in the Modern World Global Economics

Individuals and Societies overview
Year 5 (Grade 10)

Unit title and teaching hours	Key concept Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
Russian Revolution 20 h / 5 weeks	**Change** Power Causality	Fairness and development government and civil society	Revolution can change the balance of power in government causing shifts in the fairness and development of civil society.	A, B, C, D	Self-management/Organization—Plan strategies and take action to achieve personal and academic goals; use appropriate strategies for organizing complex information. Self-management/Reflection—Consider ethical/cultural and environmental implications. Thinking/Critical thinking—Consider ideas from multiple perspectives; Formulate factual/topical, conceptual and debatable questions. Thinking/Transfer—Combine knowledge, understanding and skills to create products or solutions.	The Russian Revolution The Russian Revolution The Rise of Dictatorial Regimes Geography of Russia Mini Almanac World Fact Book
World War 1 24 h / 6 weeks	**Global interactions** Cooperation Casualty	Scientific and technical innovation systems	War is caused by political motivations, technological innovations, and a collapse of global alliance systems and/or cooperation.	A, B, C, D	Self-management/Organization—Plan strategies and take action to achieve personal and academic goals; use appropriate strategies for organizing complex information. Self-management/Affective—Resilience: Practice "bouncing back" after adversity, mistakes and failures; practice "failing well"; practice dealing with disappointment and unmet expectations; practice dealing with change. Self-management/Reflection—Consider ethical/cultural and environmental implications. Research/Information literacy—Use critical-literacy skills to analyse and interpret media communications. Research/Media literacy—Compare, contrast and draw connections among (multi)media sources. Thinking/Critical thinking—Consider ideas from multiple perspectives; Formulate factual/topical, conceptual and debatable questions.	The Causes of World War 1 & World War 1 World War 1 Begins World War 1 World War 1 Ends Map Skills Handbook: pgs. 556-567 Political Maps and Strategic Battle Maps of WWI

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International Relations 24 h / 6 weeks	**Systems** Conflict Change	Identities and relationships competition and cooperation	The breakdown of international cooperation between countries to protect their military, economic, and cultural systems can lead to competition, conflict and change.	A, B, C, D	Self-management/Organization—Plan strategies and take action to achieve personal and academic goals; use appropriate strategies for organizing complex information. Self-management/Affective—Resilience: Practice "bouncing back" after adversity, mistakes and failures; practice "failing well"; practice dealing with disappointment and unmet expectations; practice dealing with change. Self-management/Reflection—Consider ethical/cultural and environmental implications. Thinking/Critical thinking—Consider ideas from multiple perspectives; Formulate factual/topical, conceptual and debatable questions. Thinking/Transfer—Combine knowledge, understanding and skills to create products or solutions.	The West between the Wars Instability after WW1 Hitler and Nazi Germany Political Boundaries and Territorial Changes: Europe after WWI The Great Depression and its economic and social implications/effects on society: international trade, businesses, industry, jobs, imports, exports, unemployment, and poverty
World War 2 20 h / 5 weeks	**Communities** Resources Choice	Globalization and sustainability consumption, conservation	Global war affects the choices communities make in terms of sustaining and rationing resources, which ultimately determines the outcome of the war.	A, B, C, D	Communication/Communication—Negotiate ideas and knowledge with peers and teachers; find information for disciplinary and interdisciplinary inquiries using a variety of media. Social/Collaboration—Delegate and share responsibility for decision making; manage and resolve conflict and work collaboratively in teams; exercise leadership and take on a variety of roles within groups. Self-management/Organization—Plan strategies and take action to achieve personal and academic goals; use appropriate strategies for organizing complex information. Self-management/Affective—Resilience: Practice "bouncing back" after adversity, mistakes and failures; practice "failing well"; practice dealing with disappointment and unmet expectations; practice dealing with change.	World War II The Home Front and Civilians The New Order and the Holocaust Geography: Resources and Conservation Resources: "War and the Environment" World War II: The Home Front and Materials Rationing Resources and Conservation Resources: "War and the Environment" World War II: The Home Front and Materials Rationing. (Board of Trade,

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					Self-management/Reflection—Consider ethical/cultural and environmental implications. Research/Information literacy—Use critical-literacy skills to analyse and interpret media communications. Research/Media literacy—Compare, contrast and draw connections among (multi)media sources. Thinking/Critical thinking—Consider ideas from multiple perspectives; Formulate factual/topical, conceptual and debatable questions. Thinking/Transfer—Combine knowledge, understanding and skills to create products or solutions.	food supply and imports.) Migration: The evacuation of civilians during WWII to the countryside.
Cold War 20 h / 5 weeks	**Development** Significance Globalization	Scientific and technical innovation consequences and responsibility	The development of scientific and technological innovation has significant global consequences and responsibilities.	A, B, C, D	Communication/Communication—Negotiate ideas and knowledge with peers and teachers; find information for disciplinary and interdisciplinary inquiries using a variety of media. Social/Collaboration—Delegate and share responsibility for decision making; manage and resolve conflict and work collaboratively in teams; exercise leadership and take on a variety of roles within groups. Self-management/Organization—Plan strategies and take action to achieve personal and academic goals; use appropriate strategies for organizing complex information. Self-management/Reflection—Consider ethical/cultural and environmental implications. Research/Information literacy—Use critical-literacy skills to analyse and interpret media communications. Research/Media literacy—Compare, contrast and draw connections among (multi)media sources. Thinking/Critical thinking—Consider ideas from multiple perspectives; Formulate factual/topical, conceptual and debatable questions. Thinking/Creative thinking—Practice flexible thinking—develop multiple opposing, contradictory and complimentary arguments. Thinking/Transfer—Combine knowledge, understanding and skills to create products or solutions.	The Cold War Begins China After World War II Cold War Conflicts Environmental Fallout from the Cold War "War and the Environment" Atomic Hazards Transformations in Everyday Life Agent Orange: Chemical Warfare Comes Home

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Contemporary Global Issues 12 h / 3 weeks	**Time, place, and space** Globalization Sustainability	Fairness and development Imagining a hopeful future	Environmental, political, social, and economic challenges from a local to global scale require leadership to develop fair future sustainable solutions.	A, B, C, D	<u>Self-management/Organization</u>—Plan strategies and take action to achieve personal and academic goals; use appropriate strategies for organizing complex information. <u>Self-management/Reflection</u>—Consider ethical/cultural and environmental implications. <u>Research/Information literacy</u>—Use critical-literacy skills to analyse and interpret media communications. <u>Thinking/Critical thinking</u>—Consider ideas from multiple perspectives; Formulate factual/topical, conceptual and debatable questions. <u>Thinking/Creative thinking</u>—Practice flexible contradictory and complimentary arguments. <u>Thinking/Transfer</u>—Combine knowledge, understanding and skills to create products or solutions.	Political Challenges in the Modern World : International Security, Weapons of Mass Destruction, Terrorism, and Challenges in the Middle East Civil War, Ethnic Conflict and New Democracies Science, Technology, and the Environment: Technological Revolution: Communication, Transportation, Space, and Environmental Challenges