Johnston Heights Secondary

Course outline

# Individuals & Societies 9

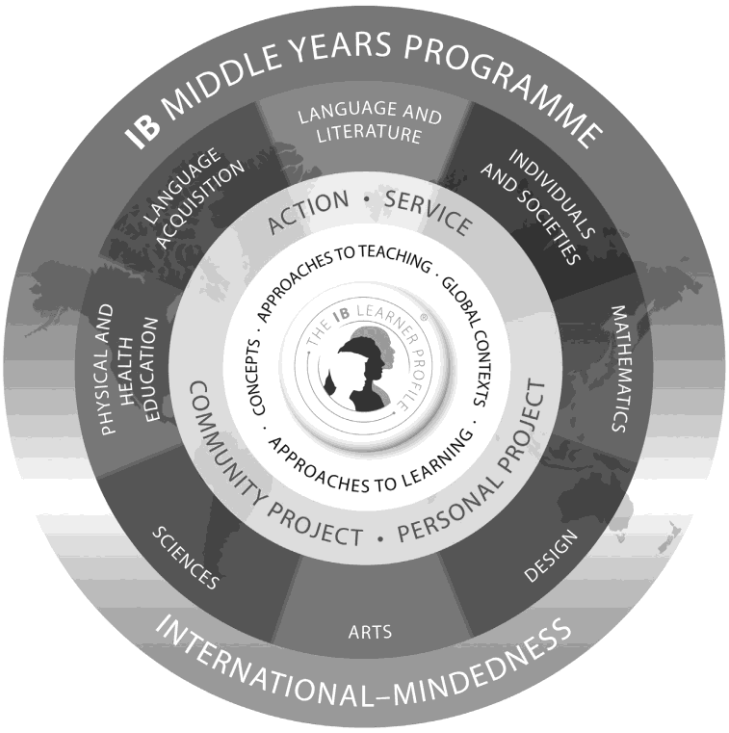
## IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelonglearners who understand that other people, with their differences, can also be right.

# Middle Years Programme Model

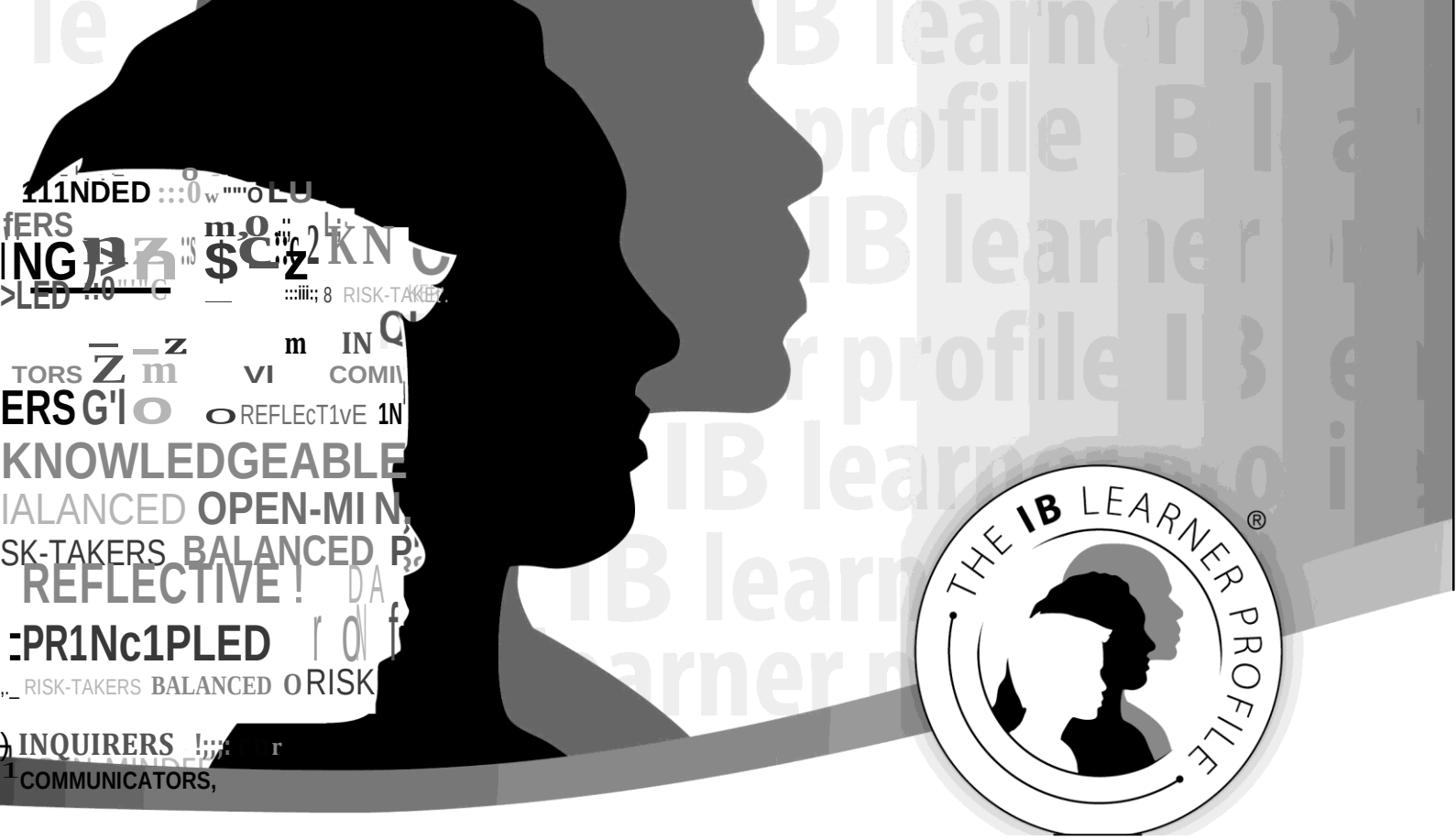



The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders.

The MYP

- addresses holistically students' intellectual, social, emotional and physical **well-being**
- provides students opportunities to develop the **knowledge**, **attitudes** and **skills** they need in orderto manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in **eight subject groups**
- requires the study of at least **two languages** to support students in understanding their own cultures and those of others
- empowers students to participate in **service with the community**
- helps to prepare students for **further education**, the **workplace** and a **lifetime of**

**learning.**




**The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.**

**The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.**

## As IB learners we strive to be:

### INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING
We show empathy, compassion and respect We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED
We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

# Individuals & Societies 9

## Aims

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect toexperience and learn. These aims suggest how the student may be changed by the learning experience.

The aims of MYP individuals and societies are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships betweenindividuals, societies and the environments in which they live.

## Objectives

The objectives of any MYP subject state the specific targets that are set for learning in that subject. Theydefine what the student will be able to accomplish as a result of studying the subject.
The objectives of MYP individuals and societies encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.
Each objective is elaborated by a number of **strands**; a strand is an aspect or indicator of the learningexpectation.

> Subject groups **must** address **all** strands of **all** four objectives **at least twice** in each year of the MYP.

These objectives relate directly to the assessment criteria found in the "Assessed curriculum" section of this guide.
Together these objectives reflect the knowledge, skills and attitudes that students need in order to encourage the development of different domains of learning; they represent essential aspects of individuals and societies courses.

> Schools **must** use the objectives provided in this guide for years 1, 3 and 5 of the programme.

### A. Knowing and understanding

Students develop factual and conceptual knowledge about individuals and societies. In order to reach the aims of individuals and societies, students should be able to:

i. use terminology in context

ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.

## B. Investigating

Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.

In order to reach the aims of individuals and societies, students should be able to:

i. formulate a clear and focused research question and justify its relevance

ii. formulate and follow an action plan to investigate a research question

iii. use research methods to collect and record relevant information

iv. evaluate the process and results of the investigation.

## C. Communicating

Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.

In order to reach the aims of individuals and societies, students should be able to:

i. communicate information and ideas using an appropriate style for the audience and purpose

ii. structure information and ideas in a way that is appropriate to the specified format

iii. document sources of information using a recognized convention.

## D. Thinking critically

Students use critical thinking skills to develop and apply their understanding of individuals and societiesand the process of investigation.

In order to reach the aims of individuals and societies, students should be able to:

i. discuss concepts, issues, models, visual representation and theories

ii. synthesize information to make valid arguments

iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining values andlimitations

iv. interpret different perspectives and their implications.

# Conceptual understanding

A concept is a "big idea"—a principle or notion that is enduring, the significance of which goes beyond particular origins, subject matter or place in time. Concepts represent the vehicle for students' inquiryinto the issues and ideas of personal, local and global significance, providing the means by which they can explore the essence individuals and societies.

Concepts have an important place in the structure of knowledge that requires students and teachers tothink with increasing complexity as they organize and relate facts and topics.

Concepts express understanding that students take with them into lifelong adventures of learning. They help students to develop principles, generalizations and theories. Students use conceptual understanding as they solve problems, analyse issues, and evaluate decisions that can have an impact on themselves, their communities and the wider world.

In the MYP, conceptual understanding is framed by prescribed key and related concepts. Teachers must use these concepts to develop the curriculum. Schools may identify and develop additional concepts to meet local circumstances and curriculum requirements.

## Key concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connectionsbetween and among:

- courses within the individuals and societies subject group (intra-disciplinary learning)
- other subject groups (interdisciplinary learning).

Table 1 lists the key concepts to be explored across the MYP. The key concepts contributed by the study of individuals and societies are **change**, **global interactions**, **time**, **place and space**, and **systems**.

These key concepts provide a framework for individuals and societies, informing units of work and helping to organize teaching and learning.

**Change** is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.

For individuals and societies, the concept of change allows examination of the forces that shape the world: past, present and future. The causes and effects of change can be natural and artificial; intentional and unintentional; positive, negative or neutral. The subject group explores the role of individuals and societies in shaping change.

**Global interactions** focuses on the connections between individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole. For individuals and societies, global interactions focuses on the interdependence of the larger human community, including the many ways that people come into conflict with and cooperate with each other,and live together in a highly interconnected world to share finite resources.

The intrinsically linked concepts of **time, place and space** refer to the absolute or relative position of people, objects and ideas. Time, place and space focuses on how we construct and use our understandingof location ("where" and "when").

For individuals and societies, *time* is not simply the measurement of years or time periods but is a continuum of significant events of the past, present and future. Place and space are complex concepts, the definitions of which are fluid. *Place* is socially constructed and can be explored in terms of constraints and opportunities afforded by location. Places have value and meaning defined by humans. *Space* relates to where and why places and landscapes are located. This concept also includes the social, economic, and political processesthat interact through or across space, resulting in patterns and networks arising, such as migration ortrade flows. Challenges related to "place and space" can be understood on multiple scales (including local,regional, national and global).

**Systems** are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex

For individuals and societies, systems thinking provides a powerful tool for understanding both natural and human environments, and the role of individuals within them. Social and natural systems rely on a state of equilibrium and are vulnerable to change from internal and external forces.

Other key concepts can also be important in individuals and societies. For example, **culture**, **development** and **communities** are among the key concepts that often inform studies in the humanities and social sciences.

## Related concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understandings. Related concepts may arise from the subject matter of a unit or the craft of a subject—its features and processes.

The individuals and societies subject group is integrated by a rich array of disciplines and the experience of students within the subject group can be structured in very different ways. Table 2 lists related concepts for the study of individuals and societies. For modular courses, teachers should select the relevant related concepts from the disciplines that are central for each unit. The definitions for integrated humanities courses, economics, geography and history are included at the end of this guide. The definitions for suggested related concepts for additional disciplines in individuals and societies can be found in the MYP *Individuals and societies teacher support material*.

| Related concepts in individuals and societies | | |
|---|---|---|
| Integrated humanities course | | |
| Causality | Choice | Culture |
| Equity | Globalization | Identity |
| Innovation and revolution | Perspective | Power |
| Processes | Resources | Sustainability |

## Global contexts for teaching and learning

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP mathematics can develop meaningful explorations of:

• identities and relationships
**Who I am? Who are we?**

• orientation in space and time
**What is the meaning of 'when' and 'where'?**

• personal and cultural expression
**What is the nature and purpose of creative expression?**

• scientific and technical innovation
**How do we understand the world in which we live?**

• globalization and sustainability
**How is everything connected?**

• fairness and development
**What are the consequences of our common humanity?**

# Course Content and MYP Units

(See attachments)

# Criterion A: Knowing and understanding

Maximum: 8

At the end of year 3, students should be able to:

i. use a range of terminology in context

ii. demonstrate knowledge and understanding of subject-specific content and concepts, throughdescriptions, explanations and examples.

| Achievement level | Level descriptor |
|---|---|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student:<br>i. makes **limited** use of terminology<br>ii. demonstrates **basic** knowledge and understanding of content and concepts through **limited** descriptions and/or examples. |
| 3–4 | The student:<br>i. uses **some** terminology **accurately**<br>ii. demonstrates **satisfactory** knowledge and understanding of content and concepts through **simple** descriptions, explanations and examples. |
| 5–6 | The student:<br>i. uses **considerable** and **relevant** terminology **accurately**<br>ii. demonstrates **substantial** knowledge and understanding of content and concepts through descriptions, explanations and examples. |
| 7–8 | The student:<br>i. **consistently** uses **a range** of terminology **accurately**<br>ii. demonstrates **detailed** knowledge and understanding of content and concepts through **developed** and **accurate** descriptions, explanations and examples. |

# Criterion B: Investigating

Maximum: 8

At the end of year 3, students should be able to:

i. formulate/choose a clear and focused research question, explaining its relevance

ii. formulate and follow an action plan to investigate a research question

iii. use methods to collect and record relevant information

iv. evaluate the process and results of the investigation, with guidance.

| Achievement level | Level descriptor |
|---|---|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student:<br>i. **identifies** a research question that is clear, focused and relevant<br>ii. formulates a **limited** action plan or does not follow a plan<br>iii. **collects** and **records limited** or **sometimes irrelevant** information<br>iv. with guidance, **reflects** on the research process and results in a **limited** way. |
| 3–4 | The student:<br>i. **formulates/chooses** a research question that is clear and focused and **describes** its relevance<br>ii. formulates and **occasionally** follows a **partial** action plan to investigate a research question<br>iii. **uses** a method(s) to collect and record **some relevant** information<br>iv. with guidance, **reflects** on the research process and results. |
| 5–6 | The student:<br>i. formulates/chooses a clear and focused research question and **describes** its relevance **in detail**<br>ii. formulates and **mostly** follows a **sufficiently developed** action plan to investigate a research question<br>iii. uses methods to collect and record **appropriate relevant** information<br>iv. with guidance, **evaluates** on the research process and results. |
| 7–8 | The student:<br>i. formulates/chooses a **clear** and **focused** research question and **explains** its relevance<br>ii. formulates and **effectively** follows a **consistent** action plan to investigate a research question<br>iii. uses methods to collect and record **appropriate** and **varied relevant** information<br>iv. with guidance, provides a **detailed evaluation** of the research process and results. |

# Criterion C: Communicating

Maximum: 8

At the end of year 3, students should be able to:

i. communicate information and ideas in a way that is appropriate for the audience and purpose

ii. structure information and ideas according to the task instructions

iii. create a reference list and cite sources of information.

| Achievement level | Level descriptor |
|---|---|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student:<br>i. communicates information and ideas in a style that is **not always** clear<br>ii. organizes information and ideas in a **limited** way<br>iii. **lists** sources of information **inconsistently**. |
| 3–4 | The student:<br>i. communicates information and ideas in a way that is **somewhat** clear<br>ii. **somewhat** organizes information and ideas<br>iii. **creates** an **adequate** reference list and **sometimes** cites sources. |
| 5–6 | The student:<br>i. communicates information and ideas in a style that is **mostly** appropriate to the audience and purpose<br>ii. **mostly** structures information and ideas according to the task instructions<br>iii. creates an **adequate** reference list and **usually** cites sources. |
| 7–8 | The student:<br>i. communicates information and ideas in a style that is **completely** appropriate to the audience and purpose<br>ii. structures information and ideas **completely** according to the task instructions<br>iii. creates a **complete** reference list and **always** cites sources. |

# Criterion D: Thinking critically

Maximum: 8

At the end of year 3, students should be able to:

i. analyse concepts, issues, models, visual representation and/or theories

ii. summarize information to make valid, well-supported arguments

iii. analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations

iv. recognize different perspectives and explain their implications.

| Achievement level | Level descriptor |
|---|---|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student:<br>i. **begins to analyse** concepts, issues, models, visual representation and/or theories in a **limited** way<br>ii. **begins to identify** connections between information to make **simple** arguments<br>iii. **recognizes** the origin and purpose of **few** sources/data as well as **few** values and limitations of sources/data<br>iv. **identifies** different perspectives. |
| 3–4 | The student:<br>i. completes a **simple analysis** of concepts, issues, models, visual representation and/or theories<br>ii. **summarizes** information to make **some adequate** arguments<br>iii. **analyses** sources/data in terms of origin and purpose, recognizing **some** values and limitations<br>iv. **recognizes** different perspectives and **suggests some** of their implications. |
| 5–6 | The student:<br>i. completes a **substantial** analysis of concepts, issues, models, visual representation and/or theories<br>ii. **summarizes** information in order to make **usually valid** arguments<br>iii. **analyses** sources/data in terms of origin and purpose, **usually** recognizing values and limitations<br>iv. **clearly recognizes** different perspectives and **describes most** of their implications. |
| 7–8 | The student:<br>i. completes a **detailed** analysis of concepts, issues, models, visual representation and/or theories<br>ii. **summarizes** information to make **consistent**, **well-supported** arguments<br>iii. **effectively analyses** a **range** of sources/data in terms of origin and purpose, **consistently** recognizing values and limitations<br>iv. **clearly recognizes** different perspectives and **consistently explains** their implications. |

# Learning Skills in the MYP – ATL Skills


Think about how the framework above might develop all aspects of skills needed by the 21st century learner!