

COURSE OUTLINE – MYP YEAR 4 INDIVIDUALS & SOCIETIES



Course Overview & Expectations:

With its focus on social, cultural, political, legal, economic, developments up to the First World War, Individuals & societies Year 4 contributes to the important goal of helping students understand the origins and continuing effects of imperialism and colonization particularly with regards to the indigenous peoples of Canada. Students will also consider the rise of the modern nation state and nationalism. Other topic include discriminatory policies, attitudes and historical wrongs. From a geography perspective, students will examine the physiographic features of Canada and geological processes.

Learning:

Through engaging with this course, students should UNDERSTAND...

Emerging ideas and ideologies profoundly influence societies and events.



The physical environment influences the nature of political, social, and economic change..



Disparities in power alter the balance of relationships between individuals and between societies.



Collective identity is constructed and can change over time.



Through engaging with this course, students will KNOW...

| Statement of Inquiry | Key Concept/Concepts | Unit Title/Topic |
|--|--|---|
| Change is driven by ideas; change is often resisted. | Change, causality, identity, revolution, perspective | Revolutions |
| Innovations lead to change that impacts our use of resources. | Innovation, process, resources | Industrial Revolution |
| Government systems reflect the power structures of the groups involved. | Systems, power and choice | The Struggle for Responsible Government |
| 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. | Time, place and space culture, Identity and power | Canada's Northwest |
| 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. | Global interactions, causality, equity, culture | Canada to 1919 |

Through engaging with this course, students will DO...

| CURRICULAR COMPETENCIES CATEGORIES | EXAMPLES |
|------------------------------------|--|
| Reasoning and analyzing | Student will be able to use the concepts from various units to discuss current events, politics at the local to international level. |
| Understanding and solving | Student will be able to use the concepts to examine current events, politics at the local to international level, consequences of actions, how groups get and use power. |
| Communicating and representing | Beyond note-taking and other written output tasks, students will use other graphic displays. There will be opportunities for students to create other media presentations. |
| Connecting and reflecting | Student will be able to use the concepts to examine current events, issues of global significance, globalization, immigration issues, and an examination of multi-culturalism. |

Through this course, students will develop the following Approaches to Learning skills...

Below are some examples of how we develop ATL skills in Individuals & Societies:

| Category Skill indicator | Examples |
|--------------------------|---|
| Thinking skills | All socials units, and the smaller formative pieces they are comprised of, require thinking skills when responding to the task instructions given by the teacher. |
| Social skills | Group work with assigned and specific roles and responsibilities for each member of the group. |
| Communication skills | The variety of summative tasks allows student to develop different skills in communicating their understanding: paragraphs, mind-maps, comics, posters, group presentations using a variety of media like PowerPoint. |
| Self-management skills | Organizing their learning materials, particularly an organized binder, completing tasks on time, advocating for reasonable changes and extensions. |
| Research skills | In the Industrial Revolution unit students will research the impact innovation had in the past and compare it to a modern impacts. Students will research the impact of European contact on an indigenous group. |

Assessment:

Throughout this course, students will demonstrate their learning...

| | | |
|---|---|---|
| This course will focus on developing skills related to 4 criteria based objectives. | Formative assessment is assessment <i>as</i> learning, or assessment <i>for</i> learning. Formative assessments could include; | Summative assessment is assessment <i>of</i> learning. Summative assessments could include; |
| A: Knowing and Understanding | Various tasks assigned by the teacher: gathering and organizing notes from a variety of sources, quizzes & responses to questions. | Various tasks assigned by the teacher: In-class writing, projects using a variety of media. They use Humanities terminology accurately in a variety of tasks. |
| B: Investigating | In both the Industrial Revolution unit and Canada to 1919, students will conduct research and gather relevant information to support their answer to a research question they choose from or have developed on their own. | Students often present their answer to their research question in written form following the teacher's task specific instructions; in-class writing, group presentations, and other media projects are also possible. |
| C: Communicating | All class work has some relationship to how the student communicates their understanding. Feedback may focus on the student organizing their learning materials and completing class work. | In addition to in-class writing, other media presentations are possible including group-work projects. |
| D: Thinking Critically | Completing smaller tasks building to the summative piece: in-class discussions, learning to modify and narrow a research question, gather information relevant to the topic, discussions with the teacher. | Student tackle paragraph writing based on a student created template or outline. |

Academic Honesty and Personal Integrity

The faculty at Carson Graham expects our students to complete academic and nonacademic work that is authentic and respectful of intellectual property. All students are expected to adhere to the school's Policy for Academic Integrity. Ignorance of the standards related to academic honesty and student integrity is not an excuse for dishonesty, plagiarism and malpractice. You are expected to familiarize yourself with the policy.

<https://www.sd44.ca/school/carson/About/schoolpolicies/Documents/Carson%20Graham%20Academic%20Honesty%20Policy%20reviewed%20December%202018.pdf>

Grade Descriptors:

Grade 7

Produces high-quality, frequently insightful work. Communicates comprehensive, nuanced understanding of individuals and societies concepts, contexts and terminology. Consistently demonstrates sophisticated critical and creative thinking to synthesize and evaluate information and make valid, well-supported arguments. Frequently transfers knowledge and applies skills, with independence and expertise, in a variety of complex classroom and real-world situations.

Grade 6

Produces high-quality, occasionally insightful work. Communicates extensive understanding of individuals and societies concepts, contexts and terminology. Demonstrates critical and creative thinking, frequently with sophistication to synthesize and evaluate information and make valid, well-supported arguments. Transfers knowledge and applies skills, often with independence, in a variety of familiar and unfamiliar classroom and real-world situations.

Grade 5

Produces generally high-quality work. Communicates good understanding of individuals and societies concepts, contexts and terminology. Demonstrates critical and creative thinking, sometimes with sophistication, to synthesize and evaluate information and make valid, well-supported arguments. Usually transfers knowledge and applies skills, with some independence, in familiar classroom and real-world situations.

Grade 4

Produces good-quality work. Communicates basic understanding of most individuals and societies concepts, contexts and terminology with few misunderstandings and minor gaps. Often demonstrates critical and creative thinking to synthesize and evaluate information and make valid, well-supported arguments. Transfers some knowledge and applies some skills in familiar classroom situations, but requires support in unfamiliar situations.

Grade 3

Produces work of an acceptable quality. Communicates basic understanding of many individuals and societies concepts, contexts and terminology, with occasional significant misunderstandings or gaps. Begins to demonstrate some critical and creative thinking to synthesize and evaluate information to make valid, well supported arguments. Begins to transfer knowledge and apply skills, requiring support even in familiar classroom situations.

Grade 2

Produces work of limited quality. Communicates limited understanding of some individuals and societies concepts, contexts and terminology with significant gaps in understanding. Demonstrates limited evidence of critical or creative thinking. Limited evidence of transfer of knowledge and application of skills.

Grade 1

Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most individuals and societies concepts or contexts. Very rarely demonstrates evidence of critical or creative thinking. Very inflexible, rarely shows evidence of knowledge or skills.

Assessment Rubrics:

Grade 9

Criterion A: Knowing and understanding

| Achievement level | Level descriptor |
|-------------------|---|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student: <ul style="list-style-type: none"> • makes limited use of some terminology • demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples. |
| 3-4 | The student: <ul style="list-style-type: none"> • uses some terminology mostly accurately/appropriately • demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples. |
| 5-6 | The student: <ul style="list-style-type: none"> • uses relevant terminology accurately and appropriately • demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples. |
| 7-8 | The student: <ul style="list-style-type: none"> • consistently uses a range of terminology accurately and appropriately • demonstrates detailed knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples. |

Criterion B: Investigating

| Achievement level | Level descriptor |
|-------------------|--|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student: <ul style="list-style-type: none"> • formulates/chooses a research question that is clear and focused • formulates a limited action plan or does not follow a plan • collects and records limited information • makes a limited evaluation of the process and results of the investigation |
| 3-4 | The student: <ul style="list-style-type: none"> • formulates/chooses a research question that is clear and focused and describes its relevance • formulates and somewhat follows a partial action plan to investigate a research question • uses a method(s) to collect and record mostly relevant information • makes a partial evaluation of the process and results of the investigation |
| 5-6 | The student: <ul style="list-style-type: none"> • formulates/chooses a clear and focused research question and describes its relevance in detail • formulates and mostly follows a detailed action plan to investigate a research question • uses methods to collect and record appropriate relevant information • makes a satisfactory evaluation of the process and results of the investigation |
| 7-8 | The student: <ul style="list-style-type: none"> • formulates/chooses a clear and focused research question and explains its relevance • formulates and effectively follows a substantial action plan to investigate a research question • uses methods to collect and record appropriate and varied relevant information • makes a thorough evaluation of the process and results of the investigation |

Criterion C: Communicating

| Achievement level | Level descriptor |
|-------------------|---|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | <p>The student:</p> <ul style="list-style-type: none"> Attempts to communicate information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purpose structures information and ideas according to the specified format in a limited way documents sources of information in a limited way. |
| 3-4 | <ul style="list-style-type: none"> communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose structures information and ideas in a way that is somewhat appropriate to the specified format sometimes documents sources of information using a recognized convention. |
| 5-6 | <ul style="list-style-type: none"> communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose structures information and ideas in a way that is mostly appropriate to the specified format often documents sources of information using a recognized convention. |
| 7-8 | <ul style="list-style-type: none"> communicates information and ideas effectively and accurately and completely by using a style that is completely appropriate to the audience and purpose structures information and ideas in a way that is completely appropriate to the specified format consistently documents sources of information using a recognized convention. |

Criterion D: Thinking critically

| Achievement level | Level descriptor |
|-------------------|---|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | <p>The student:</p> <ul style="list-style-type: none"> analyses to a limited extent concepts, issues, models, visual representation and theories to a limited extent summarizes information to make a limited attempt to make arguments describes a limited number of sources/data in terms of origin and purpose and recognizes few values identifies different perspectives and minimal implications. |
| 3-4 | <ul style="list-style-type: none"> analyses simply concepts, issues, models, visual representation and theories summarizes information to make simple arguments analyses and/or evaluates sources/data in terms of origin and purpose and recognizes some values interprets different perspectives and some implications. |
| 5-6 | <ul style="list-style-type: none"> discusses concepts, issues, models, visual representation and theories synthesizes information to make valid arguments effectively analyses and evaluates a range of sources/data in terms of origin and purpose, recognizing values interprets different perspectives and their implications. |
| 7-8 | <ul style="list-style-type: none"> completes a detailed discussion of concepts, issues, models, visual representation and theories synthesizes information to make valid, well-supported arguments effectively analyses and evaluates a wide range of sources/data in terms of origin and purpose, recognizing values thoroughly interprets a range of different perspectives and their implications. |