

## COURSE OUTLINE – MYP YEAR 5 INDIVIDUALS & SOCIETIES



## Course Overview & Expectations:

With its focus on historical and contemporary social, cultural, political, legal, economic, and environmental issues, Individuals & societies Year 5 contributes to the important goal of preparing students for their future lives as Canadian citizens and members of the international community. The curriculum is designed to engage students in critical, reflective inquiry into the challenges facing Canadians at the beginning of the 21st century. Through this type of inquiry, students develop personal responses to these challenges. They learn to base their responses on informed analysis of evidence, on an understanding of their responsibilities and values, and on a realization of the consequences of their choices on themselves and others. By exploring a variety of perspectives in a thorough and balanced manner, students experience ways of approaching persistent problems, questions, and issues with confidence and purpose.

## Learning:

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

Global and regional conflicts have been a powerful force in shaping our contemporary world and identities.



The development of political institutions is influenced by economic, social, ideological, and geographic factors.



Worldviews lead to different perspectives and ideas about developments in Canadian society.



Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.



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

Statement of Inquiry	Key Concept/Concepts	Unit Title/Topic
Perspective changes how we view identity	Change, Identity, Perspectives	Perspectives of Canadian Identity
Global conflicts have shaped our current geopolitical climate.	Global interactions, causality	Conflicts of the 20th century
Power shapes equality in the development of place	Time, place and space; equity	Historical and contemporary injustices in Canada
Governmental systems use power and process to provide structure and order in human, natural and built environments	Systems; Choice	Canadian government and citizenship
Human interactions, through the use of energy, affect environmental sustainability.	Global interactions; sustainability (SS); energy (Science)	Population and Environmental Sustainability (Interdisciplinary with Science)

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

CURRICULAR COMPETENCIES CATEGORIES	EXAMPLES
Reasoning and analyzing	Students will learn about the function and processes of government and their roles in maintaining a healthy democracy.
Understanding and solving	Students will understand how and why conflicts of the 20th century took place and will analyze their short- and long-term consequences.
Communicating and representing	Students will come to understand the significance of events of the past in shaping discrimination and injustice of the present
Connecting and reflecting	Students will learn to look at sustainability and energy through multiple lenses and come to a conclusion on how to move forward on this contemporary issue.

## 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: essays, mind-maps, the creation of case studies, posters, group presentations using a variety of media like PowerPoint.
Self-management skills	Organizing their learning materials, creating a “work schedule”, completing tasks on time, advocating for reasonable changes and extensions.
Research skills	In both the “conflicts” and “injustices” units, students will conduct research and gather relevant information to support their answer to a research question they have developed.

## 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. <b>Formative assessments could include;</b>	Summative assessment is assessment <i>of</i> learning. <b>Summative assessments could include;</b>
<b>A: Knowing and Understanding</b>	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.
<b>B: Investigating</b>	In both the “conflicts” and “injustices” units, students will conduct research and gather relevant information to support their answer to a research question they have developed.	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.
<b>C: Communicating</b>	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.
<b>D: Thinking Critically</b>	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.	Essays or other media presentation, participating in class presentations, debates.

## Assessment Rubrics:

### Grade 10

#### 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"> <li>uses <b>limited</b> relevant terminology</li> <li>demonstrates <b>basic</b> knowledge and understanding of content and concepts with <b>minimal</b> descriptions and/or examples.</li> </ul>
3-4	The student: <ul style="list-style-type: none"> <li>uses <b>some</b> terminology <b>accurately</b> and <b>appropriately</b></li> <li>demonstrates <b>adequate</b> knowledge and understanding of content and concepts through <b>satisfactory</b> descriptions, explanations and examples.</li> </ul>
5-6	The student: <ul style="list-style-type: none"> <li>uses a <b>range</b> of terminology <b>accurately</b> and <b>appropriately</b></li> <li>demonstrates <b>substantial</b> knowledge and understanding of content and concepts through <b>accurate</b> descriptions, explanations and examples.</li> </ul>
7-8	The student: <ul style="list-style-type: none"> <li><b>consistently</b> uses a <b>wide range</b> of terminology <b>effectively</b></li> <li>demonstrates <b>detailed</b> knowledge and understanding of content and concepts through <b>thorough, accurate</b> descriptions, explanations and examples.</li> </ul>

#### 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"> <li>formulates a research question that is clear <b>or</b> focused and <b>describes</b> its relevance</li> <li>formulates a <b>limited</b> action plan to investigate a research question or does not follow a plan</li> <li>collects and records <b>limited</b> information, not always consistent with the research question</li> <li>makes a <b>limited</b> evaluation of the process and results of the investigation.</li> </ul>
3-4	The student: <ul style="list-style-type: none"> <li>formulates a research question that is <b>clear</b> and <b>focused</b> and <b>describes</b> its relevance in detail</li> <li>formulates and <b>somewhat</b> follows a <b>partial</b> action plan to investigate a research question</li> <li>uses a research method(s) to collect and record <b>mostly relevant</b> information</li> <li>evaluates <b>some</b> aspects <b>of</b> the process and results of the investigation.</li> </ul>
5-6	The student: <ul style="list-style-type: none"> <li>formulates a <b>clear</b> and <b>focused</b> research question and <b>explains</b> its relevance</li> <li>formulates and follows a <b>substantial</b> action plan to investigate a research question</li> <li>uses research method(s) to collect and record <b>appropriate, relevant</b> information</li> <li><b>evaluates</b> the process and results of the investigation.</li> </ul>
7-8	The student: <ul style="list-style-type: none"> <li>formulates a <b>clear</b> and <b>focused</b> research question and <b>justifies</b> its relevance</li> <li>formulates and <b>effectively</b> follows a <b>comprehensive</b> action plan to investigate a research question</li> <li>uses research methods to collect and record <b>appropriate, varied and relevant</b> information</li> <li><b>thoroughly</b> evaluates the investigation process and results.</li> </ul>

## 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"> <li>communicates information and ideas in a <b>limited way</b>, using a style that is <b>limited</b> in its appropriateness to the audience and purpose</li> <li>structures information and ideas according to the specified format in a <b>limited way</b></li> <li>documents sources of information in a <b>limited way</b>.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>communicates information and ideas <b>satisfactorily</b> by using a style that is <b>somewhat</b> appropriate to the audience and purpose</li> <li>structures information and ideas in a way that is <b>somewhat</b> appropriate to the specified format</li> <li><b>sometimes</b> documents sources of information using a recognized convention.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>communicates information and ideas <b>accurately</b> by using a style that is <b>mostly</b> appropriate to the audience and purpose</li> <li>structures information and ideas in a way that is <b>mostly</b> appropriate to the specified format</li> <li><b>often</b> documents sources of information using a recognized convention.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>communicates information and ideas <b>effectively</b> and <b>accurately</b> by using a style that is <b>completely</b> appropriate to the audience and purpose</li> <li>structures information and ideas in a way that is <b>completely</b> appropriate to the specified format</li> <li><b>consistently</b> documents sources of information using a recognized convention.</li> </ul>

## 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"> <li><b>analyses</b> concepts, issues, models, visual representation and theories to a <b>limited extent</b></li> <li><b>summarizes</b> information to a <b>limited extent</b> to make arguments</li> <li><b>describes a limited number of</b> sources/data in terms of origin and purpose and recognizes <b>few</b> values and limitation</li> <li><b>identifies</b> different perspectives and <b>minimal</b> implications.</li> </ul>
3-4	<ul style="list-style-type: none"> <li><b>analyses</b> concepts, issues, models, visual representation and theories</li> <li><b>summarizes</b> information to make arguments</li> <li><b>analyses and/or evaluates</b> sources/data in terms of origin and purpose, recognizing <b>some</b> values and limitations</li> <li><b>interprets</b> different perspectives and <b>some</b> of their implications.</li> </ul>
5-6	<ul style="list-style-type: none"> <li><b>discusses</b> concepts, issues, models, visual representation and theories</li> <li><b>synthesizes</b> information to make <b>valid</b> arguments</li> <li><b>effectively analyses and evaluates a range of</b> sources/data in terms of origin and purpose, recognizing values and limitations</li> <li><b>interprets</b> different perspectives and their implications.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>completes a <b>detailed discussion</b> of concepts, issues, models, visual representation and theories</li> <li><b>synthesizes</b> information to make <b>valid, well-supported</b> arguments</li> <li><b>effectively analyses and evaluates a wide range of</b> sources/data in terms of origin and purpose, recognizing values and limitations</li> <li><b>thoroughly interprets a range of</b> different perspectives and their implications.</li> </ul>

## 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>