

COURSE OUTLINE – MYP YEAR 3 INDIVIDUALS & SOCIETIES



Course Overview & Expectations:

The individuals and societies Year 3 focuses on world civilizations from 800 to 1800 CE. Its intent is to aid students in discovering their place in our complex, changing, multi-cultural world. Through their investigation of history and geography, students forge connections to other subjects and real life events that allow them to build an appreciation for what's truly important in our world. This growing global awareness and open-mindedness fosters a sense of our shared humanity. While all areas of the International Baccalaureate Learner profile will be developed, the units in Individuals and societies Year 3 stress the process and skills of inquiry that provide an opportunity for students to become more knowledgeable and effective communicators

Learning:

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

Contacts and conflicts between peoples stimulated significant cultural, social, political change.



Human and environmental factors shape changes in population and living standards.



Exploration, expansion, and colonization had varying consequences for different groups.



Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.



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

Statement of Inquiry	Key Concept/Concepts	Unit Title/Topic
Understanding of space and time is defined by systems and the processes used	Systems & processes	Geography
Systems provide structure and order in human, natural and built environments.	Systems power & sustainability	Middle ages Europe
What we create, invent and innovate reflects our changing view of humanity and the world.	Change, innovation & revolution, choice, power	Renaissance Europe
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, resources	Pre-contact First Nations
Individuals and communities are highly interconnected.	Global interactions, causality (cause & consequence), equity, power, culture	Age of European Exploration

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

CURRICULAR COMPETENCIES	EXAMPLES
Reasoning and analyzing	Students are asked to specifically analyse the impacts of European contact on indigenous peoples. The examination of pre-contact indigenous peoples asks students to analyse the impact of place on culture.
Understanding and solving	Understanding is ongoing. Solving is a skill that applies to many of the task in the geography unit where students must use and convert map scales, use contour maps, use bearings, and plot locations use 4 and 6 figure grids
Communicating and representing	Beyond note-taking and other written output tasks, students will use other graphic displays: maps in geography, mind-maps, posters, and comics. There will be opportunities for students to create other media presentations
Connecting and reflecting	Reflecting is ongoing, it is a specific strand of the investigating criterion which is assessed in the Renaissance unit and the European Exploration unit.

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	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 Renaissance unit students will research the change an innovation had in the past and compare it to a modern development. 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 as learning, or assessment for learning. Formative assessments could include;	Summative assessment is assessment of 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 Renaissance and European Exploration units, 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.

Assessment Rubrics:

Grade 8

Criterion A: Knowing and understanding

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

Criterion B: Investigating

Achievement level	Proficiency Scale	Level descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: <ul style="list-style-type: none"> • identifies a research question that is clear, focused and relevant • formulates a limited action plan or does not follow a plan • collects and records limited or sometimes irrelevant information • with guidance, reflects on the research process and results in a limited way.
3-4	Developing	The student: <ul style="list-style-type: none"> • formulates/chooses a research question that is clear and focused and describes its relevance • formulates and occasionally follows a partial action plan to investigate a research question • uses a method(s) to collect and record some relevant information • with guidance, reflects on the research process and results.
5-6	Proficient	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 sufficiently developed action plan to investigate a research question • uses methods to collect and record appropriate relevant information • with guidance, evaluates on the research process and results.
7-8	Extending	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 consistent action plan to investigate a research question • uses methods to collect and record appropriate and varied relevant information • with guidance, provides a detailed evaluation of the research process and results.

Criterion C: Communicating

Achievement level	Proficiency Scale	Level descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: <ul style="list-style-type: none"> communicates information and ideas in a style that is not always clear organizes information and ideas in a limited way lists sources of information inconsistently.
3-4	Developing	The student: <ul style="list-style-type: none"> communicates information and ideas in a way that is somewhat clear somewhat organizes information and ideas creates an adequate reference list and sometimes cites sources.
5-6	Proficient	The student: <ul style="list-style-type: none"> communicates information and ideas in a style that is mostly appropriate to the audience and purpose mostly structures information and ideas according to the task instructions creates an adequate reference list and usually cites sources.
7-8	Extending	The student: <ul style="list-style-type: none"> communicates information and ideas in a style that is completely appropriate to the audience and purpose structures information and ideas completely according to the task instructions creates a complete reference list and always cites sources.

Criterion D: Thinking critically

Achievement level	Proficiency Scale	Level descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: <ul style="list-style-type: none"> begins to analyse concepts, issues, models, visual representation and/or theories in a limited way begins to identify connections between information to make simple arguments recognizes the origin and purpose of few sources/data as well as few values and limitations of sources/data identifies different perspectives.
3-4	Developing	The student: <ul style="list-style-type: none"> completes a simple analysis of concepts, issues, models, visual representation and/or theories summarizes information to make some adequate arguments analyses sources/data in terms of origin and purpose, recognizing some values and limitations recognizes different perspectives and suggests some of their implications.
5-6	Proficient	The student: <ul style="list-style-type: none"> completes a substantial analysis of concepts, issues, models, visual representation and/or theories summarizes information in order to make usually valid arguments analyses sources/data in terms of origin and purpose, usually recognizing values and limitations clearly recognizes different perspectives and describes most of their implications.
7-8	Extending	The student: <ul style="list-style-type: none"> completes a detailed analysis of concepts, issues, models, visual representation and/or theories summarizes information to make consistent, well-supported arguments effectively analyses a range of sources/data in terms of origin and purpose, consistently recognizing values and limitations clearly recognizes different perspectives and consistently explains their implications.

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>