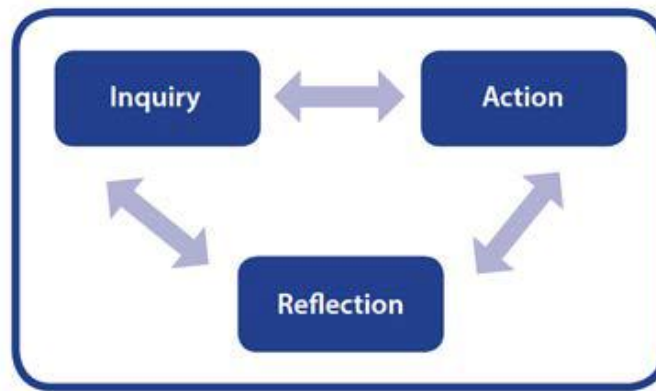# COURSE OUTLINE – MYP YEAR 5 INDIVIDUALS AND SOCIETIES

At Carson Graham, we strive for excellence in all endeavours, encourage personal and social responsibility, respect diversity and work to develop a life long commitment to learning.

Our aim is to develop inquiring, knowledgeable, confident and caring students who create a better world through intercultural understanding and respect.

UNITS OF STUDY

MYP units foster student inquiry and are conceptually based. Concepts have an essential place in the structure of knowledge. They require students to demonstrate levels of thinking that reach beyond facts or topics. Concepts are used to formulate the understanding that students should retain in the future; they become principles and generalizations that students can use to understand the world and to succeed in further study and in life beyond school.

(Developing an MYP Unit, 2014)

Individuals and Societies Key Concepts:

- Change
- Global Interactions
- Time, place and space
- Systems

Individuals and Societies Related Concepts:

- Causality
- Equity
- Innovation and revolution
- Processes
- Choice
- Globalization
- Perspective
- Resources
- Culture
- Identity
- Power
- Sustainability

MYP Global Contexts guide classroom inquiries and encourage an international perspective

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression

- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

Approaches to Learning

All MYP units of work offer opportunities for students to develop and practice ATL skills. These skills provide valuable support for students working to meet the subject groups aims and objectives.

These skills will be the focus in Individuals and Societies:

Category	Skill indicator
Thinking skills	Consider ideas from other perspectives and points of view in a debate.
Social skills	Seek out criticism and feedback from others, including teachers and peers, and make informed choices about including it in one's work.
Communication skills	Use appropriate form of writing for an academic fieldwork report.
Self-management skills	Structure information appropriately in an oral presentation.
Research skills	Formulate provocative and relevant research questions for an investigation.

The MYP Individuals and Societies course will focus on developing skills related to 4 criteria based objectives.

- Knowing and understanding
- Investigating
- Communicating
- Thinking critically

Students will be assessed based on the criteria detailed below and MYP assessment will be both formally (report cards) and informally (feedback on assignments) reported. MYP levels will be used to calculate a student's overall standing in a course.

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: • uses **limited** relevant terminology • demonstrates **basic** knowledge and understanding of content and concepts with **minimal** descriptions and/or examples.
3-4	The student: • uses **some** terminology **accurately** and **appropriately** • demonstrates **adequate** knowledge and understanding of content and concepts through **satisfactory** descriptions, explanations and examples.
5-6	The student: • uses a **range** of terminology **accurately** and **appropriately** • demonstrates **substantial** knowledge and understanding of content and concepts through **accurate** descriptions, explanations and examples.
7-8	The student: • **consistently** uses **a wide range** of terminology **effectively** • demonstrates **detailed** knowledge and understanding of content and concepts through **thorough**, **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: • formulates a research question that is clear **or** focused and **describes** its relevance • formulates a **limited** action plan to investigate a research question or does not follow a plan • collects and records **limited** information, not always consistent with the research question • makes a **limited** evaluation of the process and results of the investigation.
3-4	The student: • formulates a research question that is **clear** and **focused** and **describes** its relevance in detail • formulates and **somewhat** follows a **partial** action plan to investigate a research question • uses a research method(s) to collect and record **mostly relevant** information • evaluates **some** aspects **of** the process and results of the investigation.
5-6	The student: • formulates a **clear** and **focused** research question and **explains** its relevance • formulates and follows a **substantial** action plan to investigate a research question • uses research method(s) to collect and record **appropriate**, **relevant** information • **evaluates** the process and results of the investigation.
7-8	The student: • formulates a **clear** and **focused** research question and **justifies** its relevance • formulates and **effectively** follows a **comprehensive** action plan to investigate a research question • uses research methods to collect and record **appropriate**, **varied and relevant** information • **thoroughly** evaluates the investigation process and results.

Criterion C: Communicating

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: • communicates 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	The student: • 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	The student: • 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	The student: • communicates information and ideas **effectively** and **accurately** 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	The student: • **analyses** concepts, issues, models, visual representation and theories to a **limited extent** • **summarizes** information to a **limited extent** to make arguments • **describes a limited number of** sources/data in terms of origin and purpose and recognizes **few** values and limitation • **identifies** different perspectives and **minimal** implications.
3-4	The student: • **analyses** concepts, issues, models, visual representation and theories • **summarizes** information to make arguments • **analyses and/or evaluates** sources/data in terms of origin and purpose, recognizing **some** values and limitations • **interprets** different perspectives and **some** of their implications.
5-6	The student: • **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 and limitations • **interprets** different perspectives and their implications.
7-8	The student: • 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 and limitations • **thoroughly interprets** a **range** of different perspectives and their implications.