

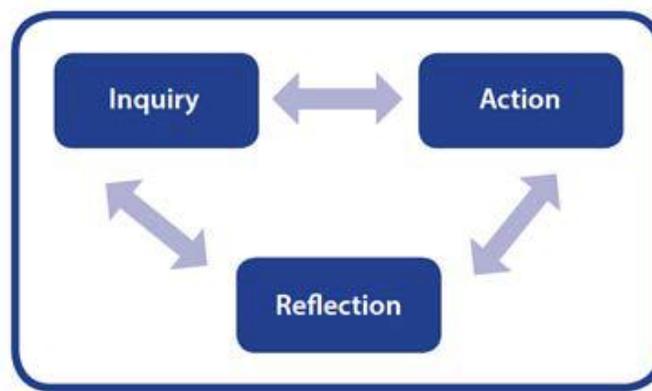
COURSE OUTLINE – MYP YEAR 3 INDIVIDUALS AND SOCIETIES

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
- Choice
- Culture
- Equity
- Globalization
- Identity
- Innovation and revolution
- Perspective
- Power
- Processes
- Resources
- 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: <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	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	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	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	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"> • 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	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	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	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	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"> 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	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	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	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.



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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: <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	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	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	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.

