

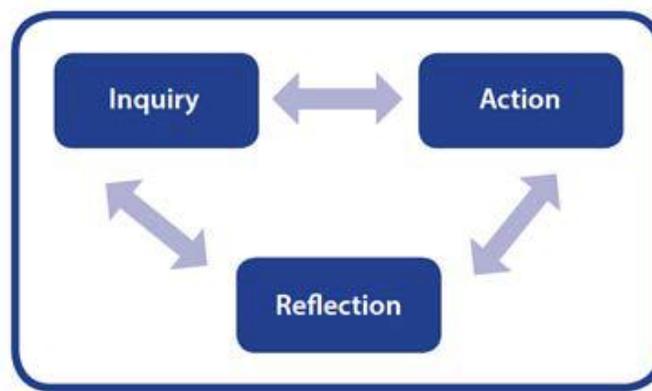
COURSE OUTLINE – MYP YEAR 4 INDIVIDUALS AND SOCIETIES

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 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	The student: <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	The student: <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	The student: <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	The student: <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.



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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">• 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	The student: <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	The student: <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	The student: <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.

