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.

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

Grade Descriptors:

Grade 7

Produces high-quality, frequently insightful work. Communicates comprehensive, nuanced understanding of individuals and societies concepts, contexts and terminology. Consistently demonstrates sophisticated critical and creative thinking to synthesize and evaluate information and make valid, well-supported arguments. Frequently transfers knowledge and applies skills, with independence and expertise, in a variety of complex classroom and real-world situations.

Grade 6

Produces high-quality, occasionally insightful work. Communicates extensive understanding of individuals and societies concepts, contexts and terminology. Demonstrates critical and creative thinking, frequently with sophistication to synthesize and evaluate information and make valid, well-supported arguments. Transfers knowledge and applies skills, often with independence, in a variety of familiar and unfamiliar classroom and real-world situations.

Grade 5

Produces generally high-quality work. Communicates good understanding of individuals and societies concepts, contexts and terminology. Demonstrates critical and creative thinking, sometimes with sophistication, to synthesize and evaluate information and make valid, well-supported arguments. Usually transfers knowledge and applies skills, with some independence, in familiar classroom and real-world situations.

Grade 4

Produces good-quality work. Communicates basic understanding of most individuals and societies concepts, contexts and terminology with few misunderstandings and minor gaps. Often demonstrates critical and creative thinking to synthesize and evaluate information and make valid, well-supported arguments. Transfers some knowledge and applies some skills in familiar classroom situations, but requires support in unfamiliar situations.

Grade 3

Produces work of an acceptable quality. Communicates basic understanding of many individuals and societies concepts, contexts and terminology, with occasional significant misunderstandings or gaps. Begins to demonstrate some critical and creative thinking to synthesize and evaluate information to make valid, well supported arguments. Begins to transfer knowledge and apply skills, requiring support even in familiar classroom situations.

Grade 2

Produces work of limited quality. Communicates limited understanding of some individuals and societies concepts, contexts and terminology with significant gaps in understanding. Demonstrates limited evidence of critical or creative thinking. Limited evidence of transfer of knowledge and application of skills.

Grade 1

Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most individuals and societies concepts or contexts. Very rarely demonstrates evidence of critical or creative thinking. Very inflexible, rarely shows evidence of knowledge or skills.

Grade 8
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: • makes **limited** use of terminology • demonstrates **basic** knowledge and understanding of content and concepts through **limited** descriptions and/or examples.
3-4	The student: • uses **some** terminology **accurately** • demonstrates **satisfactory** knowledge and understanding of content and concepts through **simple** descriptions, explanations and examples.
5-6	The student: • uses **considerable** and **relevant** terminology **accurately** • demonstrates **substantial** knowledge and understanding of content and concepts through descriptions, explanations and examples.
7-8	The student: • **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: • **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: • **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: • 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: • 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: • 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: • 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: • 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: • 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	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: • **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: • 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: • 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: • 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.