

# Individuals and Societies Course Outline

## Overview

The IB Middle Years Individuals and Societies Programme at VIS helps students to develop knowledge, conceptual understanding, and skills which contribute to the development of the student as a whole.

We encourage students to respect and understand the world around them, to enjoy and appreciate this area of study, and to develop a skills base for future learning. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, economic, and cultural.

Students are encouraged to gain a greater understanding of their own identity and their place in the world. Students develop an international perspective which includes an awareness and appreciation of cultural identity, respect for the values of others, a sense of responsibility towards community and environment within a global context.

The approaches to learning (ATL) are key to each unit as the final assessment task will focus on one or a set of related skills such as information literacy and research for a presentation. Using one of the global contexts (Identities and relationships, Orientation in space and time, Personal and cultural expression, Scientific and technical innovation, Globalization and sustainability, Fairness and development) to focus each unit allows students to place learning in context and help students to develop attitudes and values based on knowledge and skills.

## Aims of the Individuals and Societies Course\*

The aims of the teaching and study of Individuals and Societies is to encourage and enable students to:

- ◆ *understand contemporary humanities issues including the causes and consequences of change through physical and human actions and processes*
- ◆ *act as responsible citizens of local and global communities*
- ◆ *appreciate the connections between Individuals and Societies and other subjects*
- ◆ *understand how both environmental and human systems operate and evolve*
- ◆ *to be aware of, understand and respect people and their cultures, perspectives, and values*
- ◆ *develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live*
- ◆ *identify and develop concern for the well-being of human communities and the natural environment*
- ◆ *skills necessary for the effective study of Individuals and Societies and to enjoy a lifelong interest in the Individuals and Societies*

The content and illustrative material used for the 'Units of Work' are taken from the Lithuanian National Curriculum materials and are matched to the MYP objectives appropriate to the age level and complexity of the material concerned;

## MYP Objectives & Interim Objectives\*

### A: Knowing and understanding

Grade 6	Grade 8	Grade 10
<i>At the end of the first year, students should be able to:</i>	<i>At the end of the third year, students should be able to:</i>	<i>At the end of the fifth year, students should be able to:</i>
use vocabulary in context	use a range of terminology in context	use a wide range of terminology in context
demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples	demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples	demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples

### B: Investigating

Grade 6	Grade 8	Grade 10
<i>At the end of the first year, students should be able to:</i>	<i>At the end of the third year, students should be able to:</i>	<i>At the end of the fifth year, students should be able to:</i>
explain the choice of a research question	formulate/choose a clear and focused research question, explaining its relevance	formulate a clear and focused research question and justify its relevance
follow an action plan to explore a research question	formulate and follow an action plan to investigate a research question	formulate and follow an action plan to investigate a research question
collect and record relevant information consistent with the research question	use methods to collect and record relevant information	use research methods to collect and record appropriate, varied and relevant information
reflect on the research process and results	evaluate the research process and results, with guidance	evaluate the research process and results

### C: Communicating

Grade 6	Grade 8	Grade 10
<i>At the end of the first year, students should be able to:</i>	<i>At the end of the third year, students should be able to:</i>	<i>At the end of the fifth year, students should be able to:</i>
communicate information and with clarity	communicate information and ideas in a way that is appropriate for the audience and purpose	communicate information and ideas effectively using an appropriate style for the audience and purpose
organise information and ideas effectively for the task	structure information and ideas according to the task instructions	structure information and ideas in a way that is appropriate to the specified format
list sources of information in a way that follows the task instructions	create a reference list and cite sources of information	document sources of information using a recognized convention

### D: Thinking critically

Grade 6	Grade 8	Grade 10
<i>At the end of the first year, students should be able to:</i>	<i>At the end of the third year, students should be able to:</i>	<i>At the end of the fifth year, students should be able to:</i>
identify the main points of ideas, events, visual representation or arguments	analyse concepts, issues, models, visual representation and/or theories	discuss concepts, issues, models, visual representation and/or theories
use information to justify an opinion	summarise information to make valid, well-supported arguments	synthesize information to make valid, well-supported arguments
identify and analyse a range of sources/data in terms of origin and purpose	analyse a range of sources/data in terms of origin and purpose, recognising value and limitations	analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations
identify different views and their implications	recognise different perspectives and explain their implications	interpret different perspectives and their implications

### *Grade 6 Individuals and Societies:*

- ◆ Navigational instruments
- ◆ Explorers
- ◆ Imperialism / Colonization
- ◆ Slavery
- ◆ Air/Atmosphere
- ◆ Weather (and extremes)
- ◆ Map skills
- ◆ Research skills

### *Grade 7 Individuals and Societies:*

- ◆ Middle East
- ◆ Climate zones
- ◆ Biomes
- ◆ Physical geography
- ◆ Immigration/Emigration
- ◆ Physical/Cultural Regions

### *Grade 8 Individuals and Societies:*

- ◆ Ancient Mesopotamia
- ◆ Ancient Egypt
- ◆ Ancient Mayan or Inca
- ◆ Migration and conquest horizontally and vertically across continents
- ◆ “Guns, Germs and Steel”
- ◆ Middle Ages – Europe & Lithuania
- ◆ Ancient Greece
- ◆ Ancient Rome

### *Grade 9 Individuals and Societies:*

- ◆ American Revolutionary War
- ◆ French Revolution
- ◆ Enlightenment thinkers
- ◆ Communism
- ◆ Workers Revolts
- ◆ Industrial Revolution
- ◆ WWI, WWII
- ◆ Source Analysis

### *Grade 10 Individuals and Societies:*

- ◆ Economics
- ◆ Globalization
- ◆ Critical Thinking
- ◆ Business Studies and entrepreneurship
- ◆ Research and writing techniques
- ◆ Historiographical appreciation
- ◆ Appreciation of how the past impacts upon the present
- ◆ Source Analysis

## Assessment\*

A variety of assessment methodologies are used within MYP Individuals and Societies. Included in the list of age-appropriate strategies, employed in age-appropriate ways, depending upon the topics being studied, are the following:

- Role plays, analysing sources, posters, analysing and creating timelines
- Examinations, written essay work, journal articles, and the processing and analysis of information
- Practical assignments: case studies, field studies, and other opportunities for students to make supported judgements.
- Presentations: debates and research projects
- Teacher observation of students working individually and in groups
- Podcasts, documentaries, etc.

Overall student achievement in Individuals and Societies is assessed against the following four criteria (modified to suit the complexity of the task and age group of the students):

**A. Knowing and understanding:** the student; uses a wide range of terminology accurately and appropriately, the student demonstrates detailed knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples.

**B. Investigating :** the student; formulates a clear and focused research question formulates and follows a detailed action plan to investigate a research question, uses methods accurately to collect and record appropriate and varied information consistent with the research question, effectively addresses the research question.

**C. Communication:** the student; communicates information and ideas effectively by using a style that is consistently appropriate to the audience and purpose, structures information and ideas in a way that is consistently appropriate to the specified format, consistently documents sources of information using a recognized convention.

**D. Thinking critically:** the student; completes a detailed analysis of concepts, events, issues, models or arguments, effectively analyses and evaluates a range of sources in terms of origin and purpose, recognizing values and limitations, thoroughly interprets a range of different perspectives and their implications, synthesizes information to make valid, well-supported arguments.

Students achieve a level from 1-8 in each criterion (A-D) and these are added together (max. 32 points) to calculate the Final Achievement Level in Individuals and Societies using the following table.\*

<b>Final achievement Level</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Total mark/32</b>	<b>1-5</b>	<b>6-9</b>	<b>10-14</b>	<b>15-18</b>	<b>19-23</b>	<b>24-27</b>	<b>28-32</b>

In order for parents and students to appreciate grades in familiar contexts please see the tables below.

<b>MYP Final achievement Level</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Lithuanian system grades</b>	<b>1-2</b>	<b>3</b>	<b>4-5</b>	<b>6</b>	<b>7-8</b>	<b>9</b>	<b>10</b>
<b>/10</b>							

<b>MYP Final achievement Level</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Letter grades</b>	<b>F</b>	<b>E</b>	<b>D</b>	<b>C-C+</b>	<b>B-B+</b>	<b>A</b>	<b>A+</b>

\* All information is taken from the IB MYP Individuals & Societies Guide for 2014