

MYP Syllabus

Course: Social studies

MYP Level: Year 1 (6th grade)

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I. Course Description:

MYP individuals and societies encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners, both students and teachers, to consider local and global contexts. MYP individuals and societies incorporates disciplines traditionally studied under the general term “the humanities” (such as history and philosophy), as well as disciplines in the social sciences (such as economics, business management, geography, sociology and political science).

Students will incorporate strategies from the International Baccalaureate program. Students will aspire to reflect those characteristics of the IB Learner Profile. As a result of the high standards, success in the class will depend on the motivation of the student. Students must keep up with their assignments to practice the skills, be inquisitive by asking questions, follow expectations, and be balanced by balancing all aspects of their lives between home, extra-curricular, and school to be successful.

II. IB Aims and Objectives:

A: Knowing and understanding

B: Investigating

C: Communicating

D: Thinking critically

As a part of the Middle Years Program (MYP), of the International Baccalaureate (IB) program, the aim of the teaching of this course is to encourage and enable the student to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

Key concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between and among:

- courses within the individuals and societies subject group (intra-disciplinary learning)
- other subject groups (interdisciplinary learning).

The key concepts contributed by the study of sciences are **change, global interactions, time, place and space, and system.**

Related concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding.

III. Topics:

- Unit 1 Geography
- Unit 2 Origins of Cultures and Civilization
- Unit 3 Middle East
- Unit 4 Europe
- Unit 5 Russia and Eurasian Republics
- Unit 6 East Asia
- Unit 7 South Asia

IV. Service Learning:

At KMS, MYP year 1 students will engage in a Community Project. Students will choose a community in need, research the needs and how to possibly help, write a project plan, take action on the plan and complete the service, and then create a presentation of all of their work. They will demonstrate Learner Profile attributes and will reflect on the Approaches to Learning skills they are strengthening. This is a semester-long project where the students use a self-paced guide and process journal and the teacher is a facilitator rather than a direct instructor. The Community Project will be KMS year 1 students' C day project.

V. Internationalism

Throughout the year in MYP 1 Individuals and Societies, students will be learning about their global communities. All IB programmes share common beliefs and values about teaching and learning individuals and societies. There is an International dimension: Students develop an appreciation that this course requires open-mindedness and freedom of thought transcending gender, political, cultural, linguistic, national and religious boundaries. Students may be presented with individual, community, or global challenges that require diverse understanding, specifically in MYP 1 the availability of potable water throughout our world.

VI. Teaching Methods

Teaching methods include Inquiry, Investigation, and Collaboration.

Much instruction will be directly lead by the teacher, but will also be inquiry-based and student lead as much as possible.

- Inquiry, in the broadest sense, is the process that is used to move to deeper levels of understanding. Inquiry involves speculating, exploring, questioning and connecting. The MYP structures sustain inquiry in individuals and societies by developing conceptual understanding in global contexts. Teachers and students develop a statement of inquiry and use inquiry questions to explore various cultures. Through their inquiry, students develop specific interdisciplinary and disciplinary approaches to learning skills.
- Learning through investigation. Students construct meaning by designing, conducting and reflecting on historical investigations.
- Collaboration - Students are provided opportunities to work individually and with their peers to learn about individuals and societies within and beyond the classroom.

VII. Assessment

Assessment tasks for MYP individuals and societies courses often involve tests or examinations, investigations or research that leads to an extended piece of writing, and a variety of other oral, written and multimedia assignments. Informal assessment may include bell work, "ticket out the door", student self-reflection and/or teacher observations.

Criterion for assessment:

At the end of year 1, students should be able to:

- use vocabulary in context
- demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples
- explain the choice of a research question

- follow an action plan to explore a research question
- collect and record relevant information consistent with the research question
- reflect on the process and results of the investigation.
- communicate information and ideas with clarity
- organize information and ideas effectively for the task
- list sources of information in a way that follows the task instructions
- identify the main points of ideas, events, visual representation or arguments
- use information to justify an opinion
- identify and analyse a range of sources/data in terms of origin and purpose
- identify different views and their implications.

VIII. Resources

“Individuals and Societies.” Edited by IBO, *International Baccalaureate*, International Baccalaureate, 2014, IBO.org.

National Geographic Learning: World Cultures and Geography & World History Great Civilizations