



## *Individuals and Societies (ISO) Course Outline*

### *IB Mission Statement*

*The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.*

*To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.*

*These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.*

### *Bladins International School Mission Statement*

The mission of Bladins International School is to fully develop the student's intellectual, aesthetic, emotional, physical and moral potential and, as a school, serve as an example of educational excellence.

### *Teaching and Learning within the Middle Years Programme at Bladins*

The Middle Years Programme is designed to challenge teenagers in a number of ways. As part of the Middle Years Programme the students at Bladins IS are given an awareness of the ever changing world through a challenging and demanding curriculum, fostering an appreciation and a love for learning. The curriculum at Bladins IS enables students to make connections between the subjects and the concepts taught, in context of today's world.

Together with the IB Learner Profile attributes <http://www.ibo.org/en/benefits/learner-profile/>, our students are encouraged to inquire, take action and reflect on their learning. Through a conceptual approach to teaching and learning students are taught how to view subject content through a variety of frameworks and make associations between subjects.

*The programme allows students to build on their personal strengths and to embrace challenges in subjects in which they might not excel. The MYP offers students opportunities to develop their potential, to explore their own learning preferences, to take appropriate risks, and to reflect on, and develop, a strong sense of personal identity. (MYP:From Principles into Practice, 2014)*

### *Aims of the ISO Course at Bladins International School*

The aims of the teaching and learning of MYP ISO are to encourage and enable students 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.***

### *MYP Objectives*

A: MYP 1	MYP 3	MYP 5
<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, through descriptions, explanations and examples.	Demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

B: MYP 1	MYP 3	MYP 5
<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 process and results of the investigation.	Evaluate the process and results of the investigation, with guidance.	Evaluate the process and results of the investigation.

<b>C:</b>		
<b>MYP 1</b>	<b>MYP 3</b>	<b>MYP 5</b>
<i>At the end of the first year, students should be able (with modifications) to:</i>	<i>At the end of the third year, students should be able (in more complex activities) to:</i>	<i>At the end of the fifth year, students should be able to:</i>
Communicate information and ideas 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.
Organize 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.

<b>D:</b>		
<b>MYP 1</b>	<b>MYP 3</b>	<b>MYP 5</b>
<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 theories.
Use information to give an opinion.	Summarize 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, recognizing values and limitations.	Analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations.
Identify different views and their implications.	Recognize different perspectives and explain their implications.	Interpret different perspectives and their implications.

## ISO topics include:

ISO units and activities in MYP 1 through to MYP 5....

**The taught and assessed curriculum in each year of ISO throughout MYP1-5 may include:**

Psychological theories	Causes of conflicts
Renaissance Europe	Revolutions
Globalisation	Pandemics

## Assessment in ISO

Assessment is intended as an extension of the learning process for students, and this course gives students many different ways to demonstrate their understanding and skills. There are various assessment tools used in ISO. These include report writing, tests, peer assessments, essays, group tasks, interviews and rubrics.

In ISO, students are assessed on their knowledge, understanding of concepts as well as their analytical and research skills.

**In MYP 1 through MYP 5 student achievement in ISO is assessed against the following four criteria:**

- A. **Knowing and Understanding:** Students develop factual and conceptual knowledge about individuals and societies.
- B. **Investigating:** Students develop systematic skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and collaboratively.
- C. **Communicating:** Students develop skills to organise, document and communicate their learning using a variety of media and presentation formats.
- D. **Thinking critically:** Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.

**Students achieve a level from 0-8 in each criterion and these are added together to calculate the final overall achievement level in ISO using the following table.**

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