

MYP Individuals & Societies 10

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Should you wish to learn more about our course or to discuss your learner's progress, please reach out to the email above to schedule a time to meet.

Course Description and Units of Learning:

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.

The study of individuals and societies helps students to develop their identities as individuals and as responsible members of local and global communities. These explorations of our common humanity are intrinsically interesting, and disciplines in this subject group are filled with potential for creating in students a lifelong fascination with “the human story” as it continues to evolve in an era of rapid change and increasing interconnectedness. Studies in individuals and societies are essential for developing empathy and international-mindedness, including the idea that “other people, with their differences, can also be right”. AISM's MYP-based approach to individuals and societies includes a strong focus on inquiry and investigation. Students collect, describe and analyze data used in studies of societies; test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject group.

The AISM MYP Years 4 and 5 course of study is entitled: War, Revolution and Globalization. It is a Combined Humanities course in Grades 9 and 10 is explored through various case studies from the mid 1800's to the end of the 20th-century.

From the late nineteenth to the early stages of the twentieth century, major world powers reached an unprecedented height of technological, economic, and political capacity. Developments in industrialization and global trade brought major world powers into greater and greater tension as each sought to secure and extend spheres of influence. These developments, coupled with the advent of nationalistic identity-making, eventually caused latent tensions to spill into open multi-state conflict. In the aftermath of these conflicts, world powers struggled to rebuild economies and secure lasting peace. Despite these difficulties, many cultural and social developments were made, leaving an indelible mark on global societies in the years to come. Through trade, conflict, and cooperation, a globalized reality began to impress itself on the consciousness of individuals and societies, shaping the phenomenon which has come to be known as globalization.

In Grade 10, these case studies (1930 - 1990's) include, but are not limited to:

- World War Two
- The Cold War
- Decolonization - Africa
- Nationalism - Africa
- International Peace Organisations (The United Nations Organisation)

This year we have begun planning and implementing units of study based on our Critical Learning Outcomes within the IB MYP and DP frameworks. Please see ManageBac for unit overviews as they are taught throughout the year.

<https://resources.finalsite.net/images/v1566550032/aismmozcom/nemvq4jc5stqyefkkzww/AISMGrade10CriticalLearningOutcomes-GoogleDocs.pdf>

Assessment in the Middle Years Programme

Assessment is a key component of the learning process as it allows teachers to respond with targeted feedback to learners for continued growth and to revise their instruction to better meet the needs of their learners. In order to provide learners with the opportunity to reach critical learning outcomes and develop a range of approaches to learning skills, our MYP teachers develop rigorous tasks that embrace a variety of assessment strategies. MYP assessment requires teachers to assess the prescribed subject-group objectives, using the assessment criteria, at least twice for each subject group in each year of the programme. Within each culminating assessment task, teachers and learners are guided by criteria that are provided to learners at least one week in advance of a culminating task, ensuring that assessment is transparent. Teachers then collaborate to standardize their expectations for learners' performance in order to ensure consistency prior to making a final judgement regarding achievement.

Families and learners at AISM can expect to receive regular reporting of their performance as they work towards mastery of critical learning outcomes.

Learning Management Systems

Across the Secondary School, we utilize ManageBac for sharing key activities and assessments, as a digital workspace, for communication with learners, and for reporting on learner performance to families. Some teachers may supplement the digital learning environment with Google Classroom, and you can expect an emailed invitation to sign up for regular updates from Google Classroom if so.

Homework

Any learning activity which is expected to take place outside of the classroom will appear as assignments and tasks on ManageBac. Homework is most often an extension of activities or projects either begun or included in the classroom, but may include common activities like reading, reinforcement of content or skills within a unit of study, or distributed practice activities, such as flashcards for example, to support learner recall of low-level content.

Reporting

As a rough guide, learners and families can expect an update on performance every few weeks. These updates, available in ManageBac, represent a check-in on learner performance toward mastering critical course objectives and learning outcomes, prior to each unit's culminating assessment.