

International School Basel

# INDIVIDUALS & SOCIETIES CONTINUUM GUIDE



# ISB Individuals & Societies Continuum Guide

## Mission

“We all want to learn more;  
We all do it in different ways;  
We all have fun learning;  
We all help.”

- *ISB Student*

*As of December 2023*





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# Introduction



# Purpose of Individuals & Societies at ISB

Individuals and Societies (I&S) includes several disciplines that study the interactions of peoples, societies, and their environments. The purpose of I&S directly supports the ISB values as represented in the [ISB Mission](#), [Learning@ISB](#) and [Global Citizenship@ISB](#). The programme offers students a chance to develop a wider understanding of themselves, others, and the interconnectedness of humans across time and place. Ultimately, students of I&S gain critical knowledge, understanding, and skills that transfer across disciplines with real world implications. equipping students for informed exploration and action in response to globally significant issues.

*The aspirations and expectations of the I&S programme at ISB are to:*

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>■ Engage students’ <b>curiosity, passion,</b> and <b>appreciation</b> for the discipline through meaningful and relevant learning experiences, generating a desire and confidence to pursue further related studies.</li> <li>■ Motivate and empower students to become informed, engaged, and active <b>local</b> and <b>global</b> citizens and <b>reflective</b> decision makers.</li> <li>■ Provide students with opportunities to develop</li> </ul> | <ul style="list-style-type: none"> <li>the <b>disciplinary knowledge</b> and <b>conceptual understandings</b> of societal and environmental systems and interactions (both within and beyond their personal experiences, including Switzerland).</li> <li>■ Foster the application of key <b>disciplinary methods and tools</b> of I&amp;S in a variety of contexts.</li> <li>■ Equip students with the tools needed to be <b>discerning consumers of information.</b></li> </ul> |
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# Individuals & Societies Learning at ISB

In line with the philosophy underpinning all IB programmes, I&S learning at ISB is based on an inquiry approach that develops conceptual understanding. The I&S learning continuum includes a progression of disciplinary skills and big ideas in I&S. I&S provides opportunities for students to explore different perspectives, issues of social justice, human rights and inequalities, to enable

them to make informed and evidence-based assessments and arguments. We value the role of field trips to explore the local as well as international environment, to enhance student learning. Peer collaboration and individual exploration are both important components of the learning experience of I&S at ISB.

## How is the Individuals & Societies Progression organised at ISB

The I&S continuum is organised into branches, big ideas, distributed across 8 phases and disciplinary Approaches to Learning skills. I&S **branches** are bodies of knowledge that are explored through an I&S lens. Instead of a list of content knowledge under each I&S branch, the I&S continuum organises learning by identifying what students will know, do and understand. The I&S continuum includes:

### Three **I&S branches**:

- Systems
- Interactions
- Continuity and Change

**Big Ideas** (for each branch and phase) that progress in complexity throughout the school, to support students' conceptual understanding of core disciplinary ideas.

### **I&S specific Approaches to Learning<sup>1</sup> skills**

(for each phase), in order to access new and more complex knowledge and experiences. The skills are organised in five categories of I&S skills, in line with IB's Approaches to Learning (ATL) categories, as follows:

- Research
- Thinking
- Communication
- Social
- Self-Management

**Phases** (end of EC2, Grade 1, Grade 3, Grade 5, Grade 6, Grade 8, Grade 10 and Grade 12.) that state

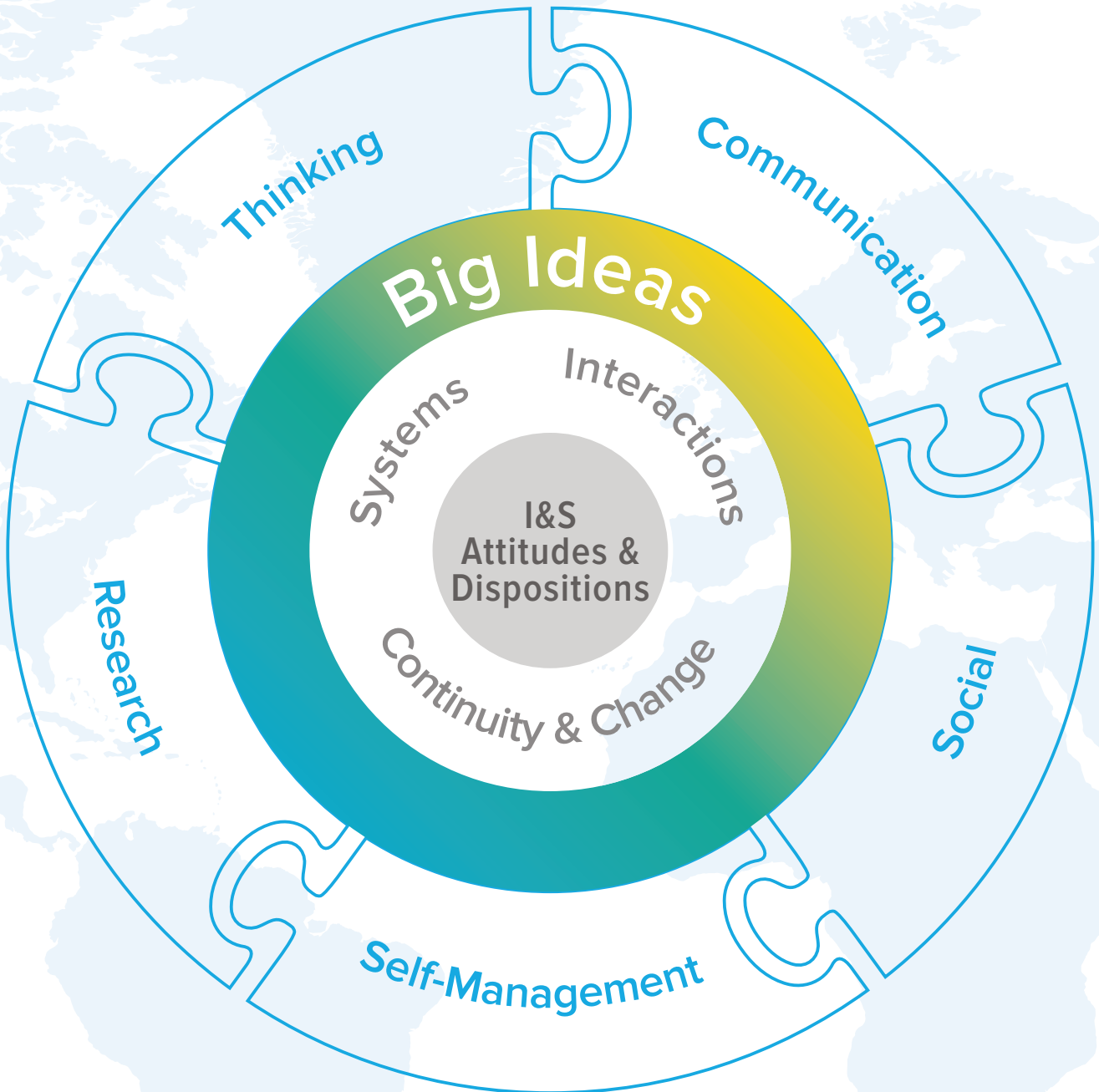
the skills and understanding students should achieve. **Attitudes and dispositions**, that will be explored and pursued throughout each student's journey at our school, as/when appropriate with the learning engagements. These are the following:

- We strive for a healthy and sustainable future for all life on earth
- We recognise that everything we do and everything we don't do makes a difference and has an impact
- We appreciate the interconnectedness of healthy communities, where one species' waste is another species' food
- We prioritise open-mindedness and compassion as we seek to understand the perspectives of others

Teachers at ISB collaboratively plan specific units to be taught each year in each grade level, based on the **branches, big idea, ATL skills and I&S attitudes/dispositions**. Key information about units and assessments is shared with parents as units are introduced. The continuum allows all teachers to have an overview of the learning expectations throughout the school and plan accordingly.

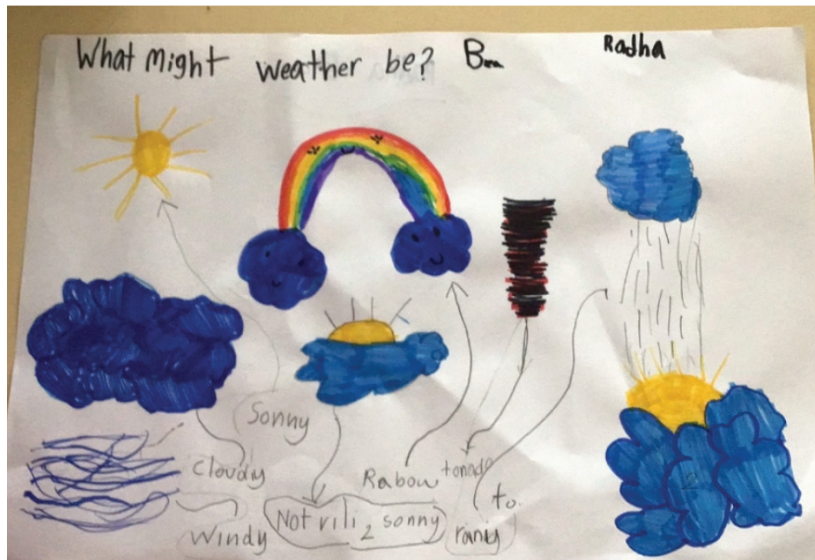
<sup>1</sup> ISB adopted and adapted the ATL skills provided by the IB, common to all IB programmes.

# ISB Individuals & Societies Continuum



■ I&S Skills

■ I&S Branches





# Individuals & Societies Branches



## Systems

The study of sets of interacting and interdependent components of both natural and human environments, and the role of individuals within them. Using "Systems Thinking" as a tool, students can engage with the simplicity and complexity of challenging problems, to understand, interact and connect past and present local and global contexts.



## Interactions

The study of the ways in which individuals, groups and societies interact with each other. Interaction addresses the challenges and benefits of co-existence and collaboration, as well as their relationships with human and natural environments. Interactions include the many ways that people come into contact with each other, and live together in a highly connected world to share finite resources.



## Continuity & Change

The study of the forces that shape the world: past, present and future, and the role of individuals and societies in shaping continuity and change. Continuity and change is diverse and can include the natural and artificial, intentional and unintentional, positive, negative or neutral, causes and effects. Continuity and change explores how people and groups apply and respond to power, authority, fairness, and justice, to shape the future through their actions and engage with events of global significance to understand themselves and the world.

# Individuals & Societies Skills



## Research

Students learn to identify, select and use a variety of primary and secondary sources of information, ensuring they are relevant, reliable and include different perspectives. They will learn to apply different research methods, identify bias and engage in ethical use of the information they explore. Students will recognise and use the most appropriate tools that enable them to organise the information.



## Thinking

Students synthesise information from multiple sources and perspectives, interpret data and identify patterns and trends and use reliable evidence to formulate arguments. When using information from diverse sources, students review their findings based on new evidence and solve authentic problems. As they progress, they can transfer understanding from different disciplines within and beyond I&S.



## Communication

Students learn how to organise and present a wide variety of information logically. They will apply disciplinary conventions to reference and cite sources and use relevant terminology with confidence. They will know how to select appropriate forms of communication depending on the purpose and audience, including giving and receiving feedback to further develop disciplinary understanding.



## Social

Students apply relevant listening skills to understand and appreciate others' ideas and perspectives. They engage in collaborative work, advocating and respecting the rights of others, to reach consensus. They engage in leadership roles and use professional networks to enhance their understanding and learning. Students pursue responsible action resulting from their reflection on disciplinary understanding and learning.



## Self-Management




Students develop relevant action plans and success criteria to monitor their learning. They apply feedback, tools and strategies to identify strengths and areas for improvement, revise and persevere through their learning to reach their full potential.








# Individuals & Societies Progression at ISB



## Big Ideas and Skills by the end of EC2

BRANCH	BIG IDEAS
 <p><b>Systems</b></p>	<ul style="list-style-type: none"> <li>Systems are part of our daily lives. (GC)</li> </ul>
 <p><b>Interactions</b></p>	<ul style="list-style-type: none"> <li>Individuals express their culture through their daily lives.(History, Geography, Global Citizenship)</li> <li>Our communities are diverse and made up of individuals who have a lot in common. (History, Geography, Global Citizenship)</li> </ul>
 <p><b>Continuity &amp; Change</b></p>	<ul style="list-style-type: none"> <li>Physical features, abilities and identities can evolve over time.</li> <li>Stories help us identify change.</li> </ul>



SKILLS	
 <p><b>Research</b></p>	<ul style="list-style-type: none"> <li>Learners seek information from different sources</li> <li>Learners explore different sources</li> <li>Learners use their senses to observe and discover</li> <li>Learners can sort basic information</li> <li>Learners listen and read pictures in order to gather information</li> <li>Learners begin to look for connections between pieces of information</li> <li>Learners understand they can learn from others</li> </ul>
 <p><b>Thinking</b></p>	<ul style="list-style-type: none"> <li>Learners ask questions</li> <li>Learners explore how materials have similarities and differences</li> <li>Learners identify patterns in their daily life</li> <li>Learners explore data to make observations</li> <li>Learners recognise that others do not always agree with their ideas</li> <li>Learners continue to ask new questions throughout learning experiences</li> <li>Learners develop new understandings sparked from prior learning through play</li> <li>With prompting and support, learners begin to use the things they have learned to solve problems relevant to themselves.</li> <li>Learners observe visual cues that indicate context (e.g. picture book: dark sky and moon indicate it is night time). (See Phase 1 V1.2 in English Continuum)</li> </ul>




<b>SKILLS</b>	
 <p><b>Communication</b></p>	<ul style="list-style-type: none"> <li>■ Learners communicate ideas and understanding in a variety of ways.</li> <li>■ Learners can retell information from sources that they have encountered.</li> <li>■ Learners confidently learn and use the subject specific vocabulary from the units of inquiry.</li> <li>■ Learners state what they like about their own and others' work.</li> <li>■ Learners listen to suggestions from teachers.</li> </ul>
 <p><b>Social</b></p>	<ul style="list-style-type: none"> <li>■ Learners actively listen to the ideas of others by making eye contact and using full body listening.</li> <li>■ Learners demonstrate a desire to share and work with others.</li> <li>■ Learners use conflict resolution strategies, with support.</li> <li>■ Learners show a growing awareness of their own needs and the needs of others.</li> <li>■ Learners understand they can learn from others.</li> <li>■ Learners show awareness and respect of others and their surroundings.</li> </ul>
 <p><b>Self-Management</b></p>	<ul style="list-style-type: none"> <li>■ Learners follow a clearly sequenced 3-5 step task with support.</li> <li>■ Learners demonstrate persistence with tasks.</li> <li>■ Learners reflect on their behaviours and strengths.</li> </ul>

# Big Ideas and Skills by the end of Grade 1




BRANCH	BIG IDEAS
 <p><b>Systems</b></p>	<ul style="list-style-type: none"> <li>■ Systems help to maintain organisation in communities(GC)</li> <li>■ Natural systems can be observed. (GEO) (HTWW/ STP)</li> </ul>
 <p><b>Interactions</b></p>	<ul style="list-style-type: none"> <li>■ Our actions help us build healthy relationships with others. (History, Geography, Global Citizenship)</li> <li>■ Individuals and communities communicate in a variety of ways. (History, Geography, Global Citizenship)</li> </ul>
 <p><b>Continuity &amp; Change</b></p>	<ul style="list-style-type: none"> <li>■ Local environments evolve over time.</li> <li>■ Artifacts and observations help us see how our local environment evolves over time.</li> </ul>

## SKILLS



 <p><b>Research</b></p>	<ul style="list-style-type: none"> <li>■ Learners gather information from pre-determined sources to answer questions.</li> <li>■ Learners use sources to answer questions.</li> <li>■ Learners with guidance collect and record information</li> <li>■ Learners use, with guidance, appropriate tools to organise what they have learned.</li> <li>■ Learners read / listen closely in order to gather information</li> <li>■ Learners make connections between sources of information</li> <li>■ Learners distinguish between their own ideas and the ideas of others</li> </ul>
 <p><b>Thinking</b></p>	<ul style="list-style-type: none"> <li>■ Learners ask questions and make predictions</li> <li>■ Learners make connections between different sources of information</li> <li>■ Learners observe and explore patterns</li> <li>■ Learners describe observations of data and ask and answer simple questions.</li> <li>■ Learners recognise and accept that others do not always agree with their ideas</li> <li>■ Learners reflect on prior questions and ask new questions in response to information learned</li> <li>■ Learners determine which sources would be useful, from a pre determined collection, to find the information they need.</li> <li>■ Learners begin to state whether they think something is correct or true based on what they already know.</li> <li>■ Learners develop new understandings sparked from prior knowledge and skills through play and practice</li> </ul>

<b>SKILLS</b>	
	<ul style="list-style-type: none"> <li>■ Learners begin to independently use the things that they have learned to help solve problems relevant to themselves and others in their environment.</li> <li>■ Learners identify, initially with support and direction, the conventions and techniques used in some familiar media forms (e.g. specific pictures and colours are used in traffic signs to make messages immediately recognisable. See Phase 2 V1.2 in English Continuum)</li> </ul>
 <p><b>Communication</b></p>	<ul style="list-style-type: none"> <li>■ Learners communicate for different purposes and audiences with support of the teacher.</li> <li>■ Learners can say what they learned from sources that they have encountered, referring to the source as they do so.</li> <li>■ Learners confidently learn and use the subject specific vocabulary from the units of inquiry.</li> <li>■ Learners change the way they communicate verbally to fit the needs of their audience or purpose.</li> <li>■ Learners state what has been done well in their own and others' work based on agreed criteria.</li> <li>■ Learners listen to suggestions from teachers and peers.</li> </ul>
 <p><b>Social</b></p>	<ul style="list-style-type: none"> <li>■ Learners ask clarifying questions that demonstrate active listening to the ideas of others.</li> <li>■ Learners work in a group for a common purpose.</li> <li>■ Learners use conflict resolution strategies to compromise for the good of the group, with support.</li> <li>■ Learners advocate for fairness in their own needs and ideas and those of others.</li> <li>■ Learners connect with others to support their learning and action.</li> <li>■ Learners interact with others and their environment respectfully.</li> </ul>
 <p><b>Self-Management</b></p>	<ul style="list-style-type: none"> <li>■ Learners identify and follow a sequence of tasks with multiple steps.</li> <li>■ Learners demonstrate persistence to complete tasks independently.</li> <li>■ Learners use feedback to identify strengths and areas or improvement.</li> </ul>

# Big Ideas and Skills by the end of Grade 3

BRANCH	BIG IDEAS
 <p><b>Systems</b></p>	<ul style="list-style-type: none"> <li>■ Individuals have roles, rights and responsibilities within systems. (GC/Politics/Econ) (HWOO)</li> <li>■ Natural systems have patterns that can be observed and measured. (GEO) (HTWW/ STP)</li> </ul>
 <p><b>Interactions</b></p>	<ul style="list-style-type: none"> <li>■ Healthy communities recognize and respect the diversity of individuals and care for the local environment. (Geography, Global Citizenship)</li> </ul>
 <p><b>Continuity &amp; Change</b></p>	<ul style="list-style-type: none"> <li>■ Artifacts and sources can help us understand how we are similar to and different from past people and places. (H/G)</li> </ul>

## SKILLS

 <p><b>Research</b></p>	<ul style="list-style-type: none"> <li>■ Learners select information with guidance using key search words as well as from pre-determined sources</li> <li>■ Learners begin to identify, with guidance, the difference between primary or secondary data in order to respond to a research question.</li> <li>■ Learners with guidance collect and record data and information.</li> <li>■ Learners use, with guidance, appropriate tools to organise information</li> <li>■ Learners read/listen closely in order to understand the main idea.</li> <li>■ See skill #6 under Thinking</li> <li>■ Learners make connections between provided sources.</li> <li>■ Learners acknowledge where information came from.</li> <li>■ Learners recognise different opinions in media</li> </ul>
 <p><b>Thinking</b></p>	<ul style="list-style-type: none"> <li>■ Learners differentiate between open and closed ended questions with teachers guidance</li> <li>■ Learners find information from multiple sources to make connections and develop understandings</li> <li>■ Learners identify patterns in data and information</li> <li>■ Learners use data to inform them about the world around them.</li> <li>■ Learners explore different perspectives on issues, with teacher guidance</li> <li>■ Learners take on a perspective to formulate arguments around a teacher-selected issue.</li> <li>■ Learners identify how their thinking has changed based on their exposure to new information and experiences</li> <li>■ Learners explore a range of sources and consider their utility in helping to answer questions.</li> </ul>








<b>SKILLS</b>	
	<ul style="list-style-type: none"> <li>■ Learners give reasons for their opinions.</li> <li>■ Learners develop new understandings by building on or combining knowledge and skills from prior experiences</li> <li>■ Learners make use of understanding, knowledge and skills they have learned to suggest solutions to problems faced personally, locally and globally.</li> <li>■ Learners identify common features of a range of media texts.</li> </ul>
 <p><b>Communication</b></p>	<ul style="list-style-type: none"> <li>■ Learners communicate clearly to express ideas so they make sense to others.</li> <li>■ Learners summarise key points from sources they have engaged with independently, referring to the source as they do so.</li> <li>■ Learners confidently learn and use the subject specific vocabulary from the units of inquiry.</li> <li>■ Learners communicate for different purposes and audiences using teacher selected formats to achieve this.</li> <li>■ Learners give accurate feedback on others' work based on agreed criteria.</li> <li>■ Learners actively listen to suggestions from teachers and peers.</li> </ul>
 <p><b>Social</b></p>	<ul style="list-style-type: none"> <li>■ Learners identify the ideas and perspectives of others through active listening (asking questions, building on ideas).</li> <li>■ Learners recognise and use the strength of each group member in collaborative work.</li> <li>■ Learners use conflict resolution strategies to compromise for the good of the group, with increasing independence.</li> <li>■ Learners advocate for a balance between their own needs and ideas and those of others in a pursuit of fairness.</li> <li>■ Learners use a range of different people to support research, learning and action.</li> <li>■ Learners use what they have learned to interact with others and the environment respectfully and thoughtfully.</li> </ul>
 <p><b>Self-Management</b></p>	<ul style="list-style-type: none"> <li>■ Learners co-construct a plan in order to meet the learning goals of an inquiry.</li> <li>■ Learners use tools (e.g. checklists) to support them in managing tasks and use a homework diary to record tasks and events under teacher supervision.</li> <li>■ Learners recognise when they need help and where to find it.</li> <li>■ Learners use teacher and peer feedback and self-reflection to identify strengths and areas for improvement based on pre-identified skills.</li> </ul>

# Big Ideas and Skills by the end of Grade 5

BRANCH	BIG IDEAS
 <p><b>Systems</b></p>	<ul style="list-style-type: none"> <li>■ Individuals have rights, roles and responsibilities in local and global systems, including societal decision making. (GC/Hist/ Politics) (HWOO / STP)</li> <li>■ Natural systems have patterns that can be measured and predicted. (GEO) (HTWW/ STP)</li> </ul>
 <p><b>Interactions</b></p>	<ul style="list-style-type: none"> <li>■ Interactions between people and resources continue to shape our world. (History, Geography, Global Citizenship, Economics)</li> <li>■ Interactions can change people’s culture, identity and communities. (History, Geography, Global Citizenship)</li> </ul>
 <p><b>Continuity &amp; Change</b></p>	<ul style="list-style-type: none"> <li>■ Exploring sources lead to understanding about past and present people and places. (H/G?)</li> <li>■ Exploration can lead to discovery and new understandings. (H)</li> </ul>


## SKILLS

 <p><b>Research</b></p>	<ul style="list-style-type: none"> <li>■ Learners select information with guidance using key search words as well as from pre-determined sources including primary and secondary data</li> <li>■ Learners identify the difference between primary or secondary data in order to respond to a research question.</li> <li>■ Learners with guidance collect and record a variety of data and information</li> <li>■ Learners use, with guidance, tools to organise information and record their sources.</li> <li>■ Learners can identify relevant information from media and other sources that can support a main idea.</li> <li>■ Learners identify different perspectives from sources provided.</li> <li>■ Learners make connections and identify similarities and differences between provided sources.</li> <li>■ Learners use established conventions to recognise the work of others.</li> <li>■ Learners identify that bias exists in media</li> </ul>
 <p><b>Thinking</b></p>	<ul style="list-style-type: none"> <li>■ Learners use what they know and observe to identify problems and ask open-ended questions.</li> <li>■ Learners find information from multiple sources and combine this with prior knowledge to develop understandings</li> <li>■ Learners identify and describe patterns and trends in data and information.</li> <li>■ Learners draw their own conclusions by combining their prior knowledge and new information.</li> <li>■ Learners consider multiple perspectives on issues with independence</li> </ul>

<b>SKILLS</b>	
	<ul style="list-style-type: none"> <li>■ Learners use relevant information to build a logical argument taking into account both sides of any issue</li> <li>■ Learners consider how a source or combination of sources as well as experiences help them to develop their thinking</li> <li>■ Learners consider the reliability of sources.</li> <li>■ Learners identify and use the elements of a logical argument.</li> <li>■ Learners develop original understandings by building on or combining knowledge and skills from prior experiences</li> <li>■ Learners use their knowledge and skills to suggest and design solutions to problems faced personally, locally and globally.</li> <li>■ Learners identify features of presentations which have a positive impact.</li> </ul>
 <p><b>Communication</b></p>	<ul style="list-style-type: none"> <li>■ Learners organize and express information logically in a variety of contexts.</li> <li>■ Learners learn strategies to paraphrase information from sources, referring to the text as they do so.</li> <li>■ Learners list sources of information following an agreed structure.</li> <li>■ Learners confidently learn and use subject specific vocabulary from the units of inquiry.</li> <li>■ Learners communicate for different purposes and audiences, and change formats for these different purposes.</li> <li>■ Learners use graphs and charts to communicate the results of an inquiry.</li> <li>■ Give and actively seek meaningful feedback, based on agreed criteria.</li> </ul>
 <p><b>Social</b></p>	<ul style="list-style-type: none"> <li>■ Learners develop an awareness of the ideas and perspectives of others during active listening (paraphrasing, asking questions, building on ideas).</li> <li>■ Learners explore different roles in collaborative groups.</li> <li>■ Learners consider the ideas of others in order to compromise and resolve conflict</li> <li>■ Learners reflect on rights and responsibilities when advocating for the needs and ideas of themselves and others.</li> <li>■ Learners use different people in and beyond their community as a resource to support research, learning and action.</li> <li>■ Learners use what they have learned to make a difference for others and the environment.</li> </ul>
 <p><b>Self-Management</b></p>	<ul style="list-style-type: none"> <li>■ Learners co-construct inquiry learning goals and associated success criteria.</li> <li>■ Learners regularly use checklists and tools such as a homework diary to record and plan weekly tasks.</li> <li>■ Learners use teacher-directed strategies to revise knowledge and understanding from a unit.</li> <li>■ With support, learners engage in reflective practices, considering their strengths and areas for improvement through self, peer, and teacher-led feedback. They substantiate their reflections by identifying relevant evidence.</li> </ul>

## Big Ideas and Skills by the end of Grade 6

BRANCH	BIG IDEAS
 <p><b>Systems</b></p>	<ul style="list-style-type: none"> <li>■ Humans have developed systems such as law, order and civil responsibilities that have shaped our world today (Hist/Politics/Economics)</li> <li>■ Systems of government vary in their respect for human rights and freedoms (Hist/Politics/GC/economics)</li> <li>■ Natural and Human systems shape each other.(Geo)</li> </ul>
 <p><b>Interactions</b></p>	<ul style="list-style-type: none"> <li>■ Interactions between individuals and societies can be a powerful force in shaping our historical and contemporary world. (History, Global Citizenship)</li> <li>■ Interactions can create opportunities, challenges and risks (History, Geography, Global Citizenship, Economics)</li> </ul>
 <p><b>Continuity &amp; Change</b></p>	<ul style="list-style-type: none"> <li>■ Exploring the past and its cycles can help us understand the present.</li> </ul>

SKILLS	
 <p><b>Research</b></p>	<ul style="list-style-type: none"> <li>■ Learners select information with some guidance using key search words as well as from pre-determined sources including primary and secondary data e.g digital sources, reputable and recognised media sources.</li> <li>■ Learners identify the difference between and know when to select primary or secondary data in order to respond to a research question.</li> <li>■ Learners collect and record a variety of data such as surveys, observations etc</li> <li>■ Learners use, with guidance, appropriate tools (digital or physical) that enable them to organise information and sources.</li> <li>■ Learners can identify and use relevant information from media and other sources that can support a main idea.</li> <li>■ Learners use research skills to identify a range of perspectives.</li> <li>■ Learners make connections and identify contradictions by provided sources.</li> <li>■ Learners distinguish between their work and the work of others using recognisable citing conventions.</li> <li>■ Learners identify bias from a variety of media.</li> </ul>

**SKILLS**





**Thinking**

- Learners identify different types of questions- factual, conceptual and debatable.
- Learners gather and combine information from multiple of sources with prior knowledge to develop and support understandings and arguments
- Learners describe and explain patterns and trends in data and information.
- Learners apply simple discipline-specific conceptual models with support.
- Learners analyse data, with teacher guidance.
- Learners seek and consider multiple perspectives as they engage with a variety of issues
- Learners recognise opposing viewpoints while developing their own claims.
- Learners revise understandings as they gather information and evidence
- Learners identify and analyse a range of sources/data in terms of origin and purpose (OP)
- Learners use teacher-selected templates to organise and structure information logically and can determine the different sides of an argument
- Learners develop original understandings by connecting their knowledge and building on skills from multiple experiences
- Learners use their knowledge and think about other perspectives to design solutions to problems faced personally, locally and globally in order to take action.
- Learners recognise that information can be presented in different ways in the media.



**Communication**


- Learners organize and communicate information and ideas effectively using Point, Evidence and Explanations in a variety of contexts.
- Learners apply strategies to paraphrase information and take evidence from a variety of sources.
- Learners list sources of information following an agreed structure.
- Learners use subject-specific terminology to communicate understanding through descriptions, examples and explanations. (MYP 1)
- Learners communicate for different purposes and audiences, by selecting an appropriate format and platform to communicate these ideas.
- Learners use statistical and visual data with teacher guidance to develop and communicate their understanding.
- Learners give and actively seek meaningful and constructive feedback based on agreed criteria.

SKILLS	
 <p><b>Social</b></p>	<ul style="list-style-type: none"> <li>■ Learners engage with the ideas and perspectives of others through active listening (paraphrasing, asking questions, building on ideas).</li> <li>■ Learners practice different roles in a group, demonstrating an ability to sometimes lead and sometimes support.</li> <li>■ Learners seek to understand the ideas of others in order to compromise and resolve conflict.</li> <li>■ Learners reflect on rights and responsibilities when advocating for the needs and ideas of themselves and others.</li> <li>■ Learners demonstrate that they use the wider community as a resource to inform their research, learning and action.</li> <li>■ Learners use what they have learned to take purposeful action to make a difference for others and the environment.</li> </ul>
 <p><b>Self-Management</b></p>	<ul style="list-style-type: none"> <li>■ Learners co-construct inquiry learning goals and associated success criteria.</li> <li>■ Learners regularly use checklists and tools such as a homework diary to record and plan weekly tasks.</li> <li>■ Learners use teacher-directed strategies to revise knowledge and understanding from a unit.</li> <li>■ With support, learners engage in reflective practices, considering their strengths and areas for improvement through self, peer, and teacher-led feedback. They substantiate their reflections by identifying relevant evidence.</li> </ul>



## Big Ideas and Skills by the end of Grade 8

BRANCH	BIG IDEAS
 <p><b>Systems</b></p>	<ul style="list-style-type: none"> <li>■ As societies become more complex and interconnected so do the systems they develop (Econ,Politics,Geo,Hist)</li> <li>■ Systems of government vary in their distribution of power, authority, fairness and justice.(Econ,Politics,Geo,Hist)</li> <li>■ Natural systems shape our local and global landscapes and impact how humans live within these environments. (Geo)</li> </ul>
 <p><b>Interactions</b></p>	<ul style="list-style-type: none"> <li>■ Interactions between individuals and/or communities can lead to cultural, economic, social and political change. (History, Economics, Global Citizenship)</li> <li>■ People and communities exist in cycles of cooperation and conflict.</li> </ul>
 <p><b>Continuity &amp; Change</b></p>	<ul style="list-style-type: none"> <li>■ Continuity and change across Time, Place and Space can have varying consequences for different individuals and societies. (H/G)</li> </ul>

SKILLS	
 <p><b>Research</b></p>	<ul style="list-style-type: none"> <li>■ Learners select information with increasing independence as well as from pre-determined sources including primary and secondary data e.g digital sources, reputable and recognised media sources.</li> <li>■ Learners, through guidance, select the correct type of research data in order to respond to a research question.</li> <li>■ Learners collect and record a variety of data such as surveys, questionnaires, observations etc</li> <li>■ Learners use, with limited guidance, appropriate tools (digital or physical) that enable them to organise information and sources.</li> <li>■ Learners can identify (relevant / irrelevant) and use information from media and other sources that can support a main idea.</li> <li>■ Learners use lateral research skills to find a variety of perspectives from different sources.</li> <li>■ Learners make connections and identify contradictions by using provided and independent sources.</li> <li>■ Learners acknowledge between their work and the work of others and consistently use recognisable citing conventions.</li> <li>■ Learners identify and explain bias from a variety of media.</li> </ul>



**SKILLS**





**Thinking**

- Learners formulate factual, conceptual and debatable questions, with teacher guidance.
- Learners gather and combine information from a range of sources and prior knowledge to develop understandings and arguments with increasing independence
- Learners identify and describe patterns, trends, and with support, anomalies, in data and information.
- With support, Learners apply discipline-specific conceptual models to explore issues.
- Learners analyse data, with teacher guidance, to support claims and reach conclusions.
- Learners recognise and understand the significance of multiple perspectives as they engage with a variety of issues
- Learners organise and structure information logically with some guidance and can present both sides of an argument
- Learners regularly consider “What makes you say that?”
- Learners revise questions and understandings as they gather information and evidence
- Learners analyse a range of sources/ data in terms of origin and purpose, recognizing values and limitations (OPVL)
- Learners understand what an ‘assumption’ is and that it can depend on our particular point of view or cultural perspective
- Learners develop original understandings by connecting their knowledge and building on skills from multiple subjects and experiences
- With support, learners can apply conceptual knowledge and look at evidence from multiple perspectives to solve problems by evaluating solutions to take action
- Learners recognise that information can be presented in different ways in media and how that might impact the intended audience.
- Learners understand the values of different modes of presenting information.






**Communication**

- Learners communicate information to an intended audience in a clear, coherent manner using Point, Evidence and Explanations in a variety of contexts.
- Learners apply strategies to paraphrase information and take evidence from a wide variety of sources.
- Learners create a reference list and cite sources of information using the MLA format.
- Learners use a range of subject-specific terminology to communicate understanding through descriptions, examples and explanations. (MYP 3)
- Learners communicate information and ideas through various formats and platforms, in a way that is appropriate for the audience and purpose.
- Learners use statistical and visual data independently to develop and communicate their understanding and arguments.
- Learners give and actively seek meaningful and constructive feedback based on agreed criteria.



SKILLS	
 <p><b>Social</b></p>	<ul style="list-style-type: none"> <li>■ Learners demonstrate an understanding of the ideas and perspectives of others through their responses during active listening (paraphrasing, asking questions, building on ideas).</li> <li>■ Learners recognise when it is appropriate to lead and when to take on a support role in collaborative tasks.</li> <li>■ Learners seek to understand and appreciate the ideas of others in order to resolve conflict and reach group consensus.</li> <li>■ Learners explore the influences of power on rights and responsibility when advocating for their needs and ideas as well as respecting those of others.</li> <li>■ Learners select resources in the wider community with increasing independence to inform their research, learning and actions.</li> <li>■ Learners apply what they have learned to make a difference for their communities and the environment through advocating and taking purposeful action.</li> </ul>
 <p><b>Self-Management</b></p>	<ul style="list-style-type: none"> <li>■ Learners formulate an action plan to investigate a research question and co-construct relevant task-specific criteria.</li> <li>■ Learners, with teacher guidance, can identify and use appropriate strategies to follow action plans, remain focused and persevere through challenges in the research process and use planning tools to record tasks to achieve goals.</li> <li>■ Learners apply a range of strategies to revise and consolidate unit specific terminology and conceptual understandings with guidance.</li> <li>■ Learners actively seek multiple opportunities for self-reflection, including self and peer evaluation guided by task-specific criteria, to identify specific strengths and areas for improvement. They independently curate specific evidence to include in their ATL Portfolio.</li> </ul>



# Big Ideas and Skills by the end of Grade 10

BRANCH	BIG IDEAS
 <p><b>Systems</b></p>	<ul style="list-style-type: none"> <li>Our global actions have consequences on human and natural systems. (GC)</li> <li>The development of political systems can be influenced by a range of factors as a result of different worldviews and perspectives. (Pol, Hist) (GC/Econ/Geo)</li> <li>Natural Systems can influence political, social and economic and technological development. (Geo)</li> </ul>
 <p><b>Interactions</b></p>	<ul style="list-style-type: none"> <li>Global and regional conflicts continue to be a powerful force in shaping our contemporary world and identities (History, Geography)</li> <li>Our interactions lead to challenges in economic decision making (Economics, Global Politics)</li> </ul>
 <p><b>Continuity &amp; Change</b></p>	<ul style="list-style-type: none"> <li>Ideas and ideologies can profoundly influence and change behaviours, societies and events (H/G,Psych)</li> <li>Inequalities impact and shape societies. (H/G/GP, Psych)</li> </ul>

## SKILLS

 <p><b>Research</b></p>	<ul style="list-style-type: none"> <li>Learners select information independently from a range of sources including primary and secondary data e.g digital sources, reputable and recognised media sources.</li> <li>Learners select the correct type of research data in order to respond to a research question.</li> <li>Learners collect and record a wide variety of data such as surveys, questionnaires, observations etc</li> <li>Learners use the most appropriate tools that enable them to organise information and sources.</li> <li>Learners can identify (relevant / irrelevant, complex / simplistic) and use information from a variety of media / other sources that can support a main idea.</li> <li>Learners use lateral research skills to find a variety of perspectives when analysing various sources.</li> <li>Learners compare, contrast and make connections from a variety of sources as a result of lateral research.</li> <li>Learners explicitly acknowledge between their work and the work of others consistently using recognisable citing conventions.</li> <li>Learners evaluate bias from a variety of media.</li> </ul>
 <p><b>Thinking</b></p>	<ul style="list-style-type: none"> <li>Learners develop valid factual, conceptual and debatable research questions to guide a specific inquiry.</li> <li>Learners synthesise /process information from a wide range of sources, including academic databases, with prior knowledge, to develop new understandings and arguments</li> </ul>

**SKILLS**

- Learners analyse and explain patterns, trends, and anomalies in data and information across sources.
- Learners apply discipline-specific conceptual models to explore issues.
- Learners analyse and evaluate data to test generalisations and support claims
- Learners understand and interpret multiple perspectives as they develop and refine conclusions about a variety of issues
- Learners analyse and discuss different perspectives on an issue/ event.
- Learners explore evidence and explain arguments from more than one perspective.
- Learners consistently consider “What makes you say that?” to reason with evidence.
- Learners adjust inquiry focus based on initial research and new understandings
- Learners analyse and evaluate a wide range of sources/data in terms of origin, purpose and content, examining values and limitations
- Learners recognise the assumptions behind statements and distinguish between valid and invalid arguments.
- Learners develop innovative understandings in areas of interest by connecting and reinterpreting their knowledge and building on skills from multiple disciplines, subjects and experiences
- Learners can apply conceptual knowledge and look at evidence from multiple perspectives to solve problems by evaluating solutions to take action
- Learners analyse media representations and modes of presentation and the impact on the intended audience.
- Learners consider the audience and make strategic choices about how to present information and/or findings.



**Communication**

- Learners communicate information and ideas in a clear, coherent manner using a structure ideal for the purpose, subject matter and intended audience.
- Learners consistently and accurately paraphrase information from a variety of complex texts and sources.
- Learners create a reference list and cite sources of information using the MLA format.
- Learners use a wide-range of subject-specific terminology to communicate understanding through developed descriptions, examples and explanations.(MYP5)
- Learners independently select appropriate formats and platforms to communicate information for specific purposes (To explain, to convince, to summarise, etc.) and to specific audiences.
- Learners use a variety of statistical and visual data independently to communicate their understanding and arguments.
- Learners give and actively receive meaningful and constructive feedback.

## SKILLS



### Social

- Learners actively listen to understand and appreciate the ideas and perspectives of others, and use these to reflect on their own thinking.
- Learners make collaborative decisions about leadership and support roles when working as part of a group.
- Learners understand and appreciate the ideas of others in order to resolve conflict and reach group consensus.
- Learners consider the influence of power, privilege, and perspective when advocating for their rights and ideas as well as respecting those of others.
- Learners collaborate with the wider community to collate resources that inform their research, learning and actions.
- Learners apply what they have learned to initiate positive, sustainable change for their communities and the environment.






### Self-Management

- Learners independently formulate an action plan, with short and medium-term interim deadlines, to investigate a research question. Learners develop their own task-specific criteria based on I&S objectives.
- Learners can identify and use appropriate strategies to follow action plans, remain focused and persevere through challenges in the research process. Learners use a variety of tools to demonstrate consistent time management to achieve short and medium-term goals.
- Learners independently apply a range of strategies to revise and consolidate unit specific terminology and conceptual understandings.
- Learners independently seek out diverse opportunities to reflect on their own work, conducting self and peer evaluations using task-specific criteria to identify specific strengths and areas for improvement that can be applied across multiple tasks. They gather feedback in a portfolio specifically aligned with the I&S objectives.



# Big Ideas and Skills by the end of Grade 12

BRANCH	BIG IDEAS
 <p><b>Systems</b></p>	<ul style="list-style-type: none"> <li>Global systems have increased interdependence, which can lead to complex relationships. (GP/GEO/ECON)</li> </ul>
 <p><b>Interactions</b></p>	<ul style="list-style-type: none"> <li>The positive and negative results of global and regional interactions can affect the relative well-being of individuals and societies. (History, Economics, Geography, Global Politics)</li> <li>There are complexities in, and interdependence between, economic activities in a rapidly changing world. (Economics, History, Geography, Global Politics)</li> </ul>
 <p><b>Continuity &amp; Change</b></p>	<ul style="list-style-type: none"> <li>Change can occur differently across time, place and space. (H/G/E)</li> <li>Power has the ability to influence and affect change or equilibrium at different scales. (G/H/E)</li> </ul>

## SKILLS

 <p><b>Research</b></p>	<ul style="list-style-type: none"> <li>Learners select and verify information from a range of academic sources including primary and secondary data e.g digital sources, academic journals, reputable and recognised media sources.</li> <li>Learners evaluate the correct type of research data in order to respond to a research question.</li> <li>Learners collect and record a comprehensive variety of data such as surveys, questionnaires, observations etc</li> <li>Learners recognise and use the most appropriate tools that enable them to organise information and sources and meet the minimum IB requirements.</li> <li>Learners can identify (relevant / irrelevant, complex / simplistic) and use information from a wide variety of media / other sources that can support a main idea.</li> <li>Learners use lateral research skills to be able to ascertain a wide variety of perspectives when analysing various sources.</li> <li>Learners use the results from their lateral research to establish connections and contradictions from a variety of sources.</li> <li>Learners explicitly acknowledge between their work and the work of others consistently using recognisable citing conventions.</li> <li>Learners can evaluate bias and unstated assumptions in their research and selected media.</li> </ul>
 <p><b>Thinking</b></p>	<ul style="list-style-type: none"> <li>Learners formulate, refine and justify conceptual and/or debatable key and related questions to guide inquiry.</li> <li>Learners synthesise/process information from a wide range of sources, including academic databases, with their own knowledge to develop new and nuanced understandings, analyses and arguments.</li> </ul>





**SKILLS**

- Learners analyse and evaluate complex patterns, trends, and anomalies in data and information across sources.
- Learners apply discipline-specific conceptual models and simulations to explore complex systems and issues.
- Learners interpret, apply and evaluate discipline-specific data to support reasoned arguments, test generalizations and draw conclusions.
- Learners analyse and evaluate a variety of perspectives to develop and refine conclusions about complex issues
- Learners analyse, evaluate and synthesise different sources and pieces of information to develop and defend a thesis.
- Learners analyse and evaluate differing perspectives and implications.
- Learners reflect on new information and understanding to review and refine the focus of a specific inquiry
- Learners evaluate the values and limitations of a wide range of sources with specific reference to origin, purpose and content (OPCVL).
- Learners evaluate theories, concepts and arguments about the nature and activities of the individual and society.
- Learners develop understandings that disrupt and challenge prior assumptions in areas of interest or passion by connecting and reinterpreting their knowledge and applying skills from multiple disciplines, subjects and experiences
- Apply conceptual disciplinary knowledge to analyse contemporary issues and/or events.
- Learners independently connect the results of inquiries and analysis with specific and relevant actions.
- Learners make choices that help create the intended impact on an intended audience or situation.
- Learners consider the impact of how data is presented on its reliability, looking at bias and manipulation.



**Communication**

- Learners formulate one`s argument in writing and speaking, in a convincing manner. Learners write different types of text for various purposes( from drafting to proofreading).
- Learners demonstrate consistent paraphrasing and can confidently organise and structure information to create summaries, essays and reports in any subject.
- Learners create a reference list and cite sources accurately using the required format as prescribed by the different IB subject groups (eg., MLA, APA).
- Learners describe, use and interpret a wide-range of subject-specific terms and notations.
- Learners can recognise and use the appropriate form of communication for different purposes and audiences, including IA's and the Extended Essay.
- Learners confidently use a wide variety of statistical and visual data independently to communicate their understanding and arguments.
- Learners independently give and receive meaningful and constructive feedback and can respond appropriately.

<b>SKILLS</b>	
 <b>Social</b>	<ul style="list-style-type: none"> <li>■ Learners practice withholding judgment and advice during actively listening, seeking to understand and appreciate the ideas and perspectives of others, and to use these to reflect on their own thinking.</li> <li>■ Learners exemplify the balance between being a leader and supporting the work of the group.</li> <li>■ Learners synthesize findings and ideas of the group to reach new group and/or individual understandings and reflection.</li> <li>■ Learners recognise the influence of power, privilege and perspective when advocating for their own rights and ideas as well as those of others.</li> <li>■ Learners demonstrate how the wider professional community informs their research, learning and action.</li> <li>■ Learners can apply what they have learned to initiate positive, sustainable change for their communities and the environment both in academics and in their individual life choices.</li> </ul>
 <b>Self-Management</b>	<ul style="list-style-type: none"> <li>■ Learners independently formulate an action plan, with short, medium and long-term interim deadlines, to investigate a research question based on IB deadlines and requirements.</li> <li>■ Learners can independently select and use a variety of tools to demonstrate consistent time management and persevere through challenges while prioritising tasks in and out of class, in order to meet IB coursework requirements.</li> <li>■ Learners create and follow a revision plan and use a range of revision strategies including completing past paper questions in preparation for IB exams.</li> <li>■ Learners autonomously identify numerous opportunities for self-reflection, engaging in self and peer evaluation aligned with task-specific guidelines to recognize specific strengths and areas for improvement. They effectively apply and integrate feedback across various tasks throughout the two-year diploma programme.</li> </ul>



# Individuals & Societies Teaching at ISB



## Junior School

### IB Primary Years Programme (PYP):

EARLY CHILDHOOD 1-3, GRADES 1-5

- I&S is taught by the Homeroom teacher.
- I&S is taught within the transdisciplinary Units of Inquiry.
- Units of Inquiry integrate, where appropriate, I&S specific skills and big ideas.

## Middle School

### IB Middle Years Programme (MYP):

GRADE 6, 7 & 8

- Taught as an integrated I&S course.
- Students in Grade 6-8 have 3 x 60 minute lessons per week.

## Senior School

### IB Middle Years Programme (MYP):

**GRADES 9 -10**

GRADE 9:

- 4 x 55 mins lessons per week split across the History and Geography disciplines

GRADE 10:

- 4 x 55 mins lessons per week split across the History and Geography disciplines
- 4 x 55 min lessons per week taught as a semester course for Politics, Economics and Psychology

### IB Diploma Programme (DP):

GRADE 11-12

- SL courses: 3 x 55 mins lessons per week
- HL courses: 4 x 55 mins lessons per week
- Courses offered:
  - Economics (SL/HL)
  - Environmental Systems and Societies (ESS)
  - Geography (SL/HL)
  - Global Politics (SL/HL)
  - History (SL/HL)
  - Psychology (SL/HL)

## ISB Contacts

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## Acknowledgements

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**The committee reviewed different sources of information and particularly acknowledges the following:**

IB subject specific documentation for each of the IB programmes

National standards, in particular from the following systems:  
Nova Scotia, Wales, New Zealand, US C3 Framework, British  
Columbia, Alberta, Ontario, Australia, Scotland

