



Seisen International School

Learning to Love, Loving to Learn

Course Title	Individuals & Societies
Grade Level	7
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Resources	Managebac & Google Drive (course developed from Hodder Edu. <i>MYP by Concept 1 & 2</i>)

Course Description

MYP Individuals and Societies can be described as the study of history, geography, politics, economics, civics, anthropology, psychology & sociology. Individuals and Societies 7 is set up to help foster a genuine sense of international mindedness. This goal is achieved by raising student awareness of the interconnected relationship we have with the environment and our neighbors, both locally and around the world.

We will also work at acquiring skills important for humanities students, including map reading, research skills, writing and source analysis. Throughout the year, online collaborative work, varied types of research and analysis, and work with graphics, maps, charts and statistics provide opportunities for students to deepen and broaden their understanding of essential knowledge, concepts and skills, as well as to authentically and effectively communicate that understanding.

Assessment

The International Baccalaureate's Middle Years Program (MYP) assessment approach to the individuals & societies course includes a strong focus on inquiry, investigation and information synthesis. Students will collect, describe and analyse data used in the study 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 study of individuals and societies helps students to develop their identities as individuals and as responsible members of local and global communities.

These skills are assessed against the Individuals and Societies subject criteria:

Criterion A - Knowing & Understanding

Criterion B - Investigating

Criterion C - Communication

Criterion D - Critical Thinking

In order to give the students the best opportunity to demonstrate their understanding, they complete a range of assessments, both formative and summative, over the course of the year. Assessments will be varied, including, but not limited to, individual written work, oral presentation, and multimedia projects. All summative

work will be announced well in-advance of the due date and students will receive a task-specific clarification with each assessment.

Formative assessments

These are assessments during the learning process that gives students and teachers important information used to modify teaching and learning activities in such a way that students are able to improve their achievement.

Summative assessments

At the end of a learning period, for example a unit or a project, summative assessment tasks are carried out. These summarize what a student knows, understands and/or is able to do. This could be a piece of evaluative writing, a presentation, or video that the student produces.

Unit 1: *Does economic growth lead to development?*

Students study Global Development looking at why countries develop at a different rate and how we can measure and communicate the development level of diverse nations. Through source and data analysis students will discuss the positive and negative effects of economic growth on development by using real world examples. Students will use measures of development (e.g., gross domestic product per capita and the Human Development Index [HDI]) as tools to understand patterns of economic differences.

Unit 2: *Where are all the people?*

During this unit the students will consider why the world's population is unevenly distributed and the present and predicted trends in population growth. They will look at why some places are overpopulated whereas others are sparsely populated. During their studies students will assess the validity of the demographic transition model when applied to contemporary growth situations. Students will take Japan as a case study to look at why fertility rates and mortality rates differ from region to region and sometimes even within regions and the effects of these rates. Students will look at voluntary migration patterns, by using the EU as an example and forced migration due to conflict using real world examples from Syria and Afghanistan.

Unit 3: *Why Do Empires Fall?*

Students will investigate different types of empires from political to those in the corporate world. The collapse of empires can be due to both internal and external causes. In class, with the use of case studies, we will evaluate reasons for the fall of different empires and the consequences of their collapse. Students will then choose an empire of their choice and investigate the reasons for its failure for their summative assessment.

Unit 4: *How has globalization shaped the world?*

Students will explore the concept of interaction using trade, both on a small and large scale, to understand how groups of people once interacted and how it is similar and different in modern times. Students will apply their knowledge of development to examine the spread of western / global culture and trade as well as investigating the "winners and losers" of globalization.