

MYP Year 4 I&S 9th Grade

Willows Preparatory School

Course Overview

The 9th Grade I&S Course at Willows Preparatory School is focused on

Unit/ Topic	Course Focus	Assessments/Assignments	Month/ Timeframe
<i>Early Humans & The Formation of the First States</i>	<i>The diverging species. Farming Revolution. Cities, Societies, Empires.</i>	<i>DBQ Essay Seminar Unit Project (STC)</i>	<i>Sept-January</i>
<i>Regional Webs & The Emergence of the Global Age</i>	<i>Collapse, Restructure, Land based Empires & the Columbian Exchange.</i>	<i>DBQ Essay Seminar Unit Project Culminating Project (STC)</i>	<i>February-June</i>

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).

The study of individuals and societies helps students to appreciate critically the diversity of human culture, attitudes and beliefs. Courses in this subject group are important for helping students to recognize that content and methodology can be debatable and controversial, and for practicing the tolerance of uncertainty.

The IB’s approach to individuals and societies includes a strong focus on inquiry and investigation. Students collect, describe and analyse 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 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.

Standards

We will follow the IB and Common Core ELA standards. The covered standards are listed in detail below.

Common Core: [English Language Arts Standards » History/Social Studies » Grade 9-10 | Common Core State Standards Initiative \(corestandards.org\)](#)

Policies and Expectations

Summative Projects

Summative projects will be submitted on ManageBac before 11:55pm the night they are due unless otherwise stated.

Consequences - If you submit your project late, the score you receive on your project will diminish by 1 pt on the IB Grading Scale for each day it is late.

Limitations Your score will not be diminished lower than a 4 due to lateness (*that said, you may receive less than a 4 due to your work being of substandard quality*).

Absolute Deadline Assignments submitted more than a week after the due date will not be accepted unless prior arrangements have been made. No assignments will be accepted after a unit has concluded.

Revisions: Revisions will be accepted for some summative assignments. On any Summative, students who receive a 3 or lower will be able to revise their work for a higher score, up to a 6, as long as the work is completed within 1 week of receiving the grade. After 1 week, students may revise for a score up to a 5. After two weeks, Summatives can be revised on a case-by-case basis. End of semester Summatives may not be revised.

Scores higher than a 3 are the student’s final score on a Summative. This is the case because a 4 is considered to be “the standard.”

There will be no grade changes revising formatives but you are welcome and encouraged to do so at your leisure!

Formative Work

Formatives are due on their submission due dates in ManageBac, unless otherwise stated. As stated, there will be no grade changes revising formatives. Students should consider formatives as the necessary hard work that prepares them for their Summative projects/exams. It will be very unusual for a formative to receive a grade of 8. With formative work students are developing, exploring and fine tuning their critical

thinking, critical writing, communication and research skills. This work is instrumental to the overall grade within the I&S IB system.

Student Evaluation & Assessment

Students will be assessed using the IB MYP assessment criteria for I&S. Note that IB grading is not “cumulative.” Final grades in the criteria are based on growth over time, not averages. Thus, one or two low scores on a Summative will not necessarily dictate a student’s grade, especially if they use the opportunity for growth.

Criterion A: Knowing & Understanding.....	20%
Criterion B: Research & Investigative.....	20%
Criterion C: Communicating.....	20%
Criterion D: Research & Investigative.....	20%
Formative Work (classwork, participation, homework)	20%

Feedback

Formatives - Formative work *will not* receive written feedback – all formative feedback will be *live* and *in person*.

Summatives – Summatives will receive a substantive paragraph (*or more*) worth of feedback for each student on each project on ManageBac. Feedback on errors that were common among the class will be reviewed as well live and in person in addition to written feedback.

Making Up Assessments

If you miss an exam/summative (and have a valid excuse) it is *your responsibility* to schedule a time with Mr. Glynn to retake the exam/summative in question. Failing to reschedule within a week of the exam being due will result in a zero on that assessment. The max score you can receive on a quiz or exam you did not make prior arrangements for (*at least 24hrs ahead of time with approval from Mr. Glynn*) is a **4** on the IB Grading Scale.

Attentiveness and Constructive/Disruptive Behavior

Class Discussions – Exceedingly vibrant, thoughtful, and considerate participation in class discussions can always earn you extra credit, as discerned by the teacher.

Consequences – Poor behavior in class may result in a docking of your formative score in class that week. Some examples of poor behavior include the following:

- i. **Defiance** - Failure to comply with Teacher’s directions – especially when intentional or repeated
- ii. **Disruptiveness** – Distracting other students – especially through incessant chatting/interruption, strange, loud, or shocking behaviors, or class clowning at inappropriate moments.
- iii. **Disrespectful Behaviors** – Acting in such a way as to demean the class, your fellow students, the subject matter, or the teacher.
- iv. **Inattentiveness** – Needing repeated reminders to pay attention (*unless prior discussions on a personalized learning plan have been made*)

- v. **Computer Use** – Using computer or other electronic devices when devices are supposed to be turned off **and/or** using the computer in a way that is irrelevant to the assignment (*such as video games, social media, or other forms of goofing off on your device*) during class.
- vi. **Unresponsiveness (online)** – inability to respond meaningfully to what’s going on in class. (*if you’re having big issues with this, have your parents send me an email to explain what’s going on with your wifi/computer so we can troubleshoot/accommodate!*)

Plagiarism, Cheating, and Academic Integrity

Plagiarism is the practice of copying (or “*near copying*”) of sentences, paragraph structures, images, or unique ideas for use in written or oral assessments without giving proper credit to the source.

Cheating is defined as the giving or receiving of illegal help on anything that has been determined by the teacher to be an individual effort. Both are considered serious offenses and will significantly affect your course grade.

Consequences: Cheating and/or **Significant Plagiarism** on summative assessments (exams and projects) will significantly negatively impact ones score – possibly resulting in a **zero** on the assessment in question. Teacher discretion will determine the severity of the *consequence to your grade* and the *possibility* of revision. All severe instances of plagiarism will be reported.

Getting an 8 (and a reassuring note regarding grades in IB)

In IB, an **8** represents truly stunning/noteworthy achievement that far exceeds age-level expectations. In particular, an 8 represents that a student’s work has demonstrated extraordinary *skills, creativity, and conceptual fluency* that goes well-beyond the given instructions - *trailblazing their own path in a fully self-directed/passion-driven manner*.

These are the skills that makes one a great thinker. Willingness to break the mold. Deep *conceptual fluency* and *insight* that goes far beyond mere rote memorization. Creativity to see problems in a wholly new light and come to conclusions no one else could come to.

It is extraordinarily difficult to achieve an 8 unless you find *the passion within yourself* to approach I&S with this degree of creativity, zeal, and love. IF you want to get an 8, I recommend you pay closer attention to the moments when you feel an inward desire to know more about the past and the world around you – when you feel passion/curiosity well-up inside yourself.

General Information:

If you are having trouble with this class, come to me immediately and I can work with you. If you wait till the end of the marking period, it will be TOO LATE. I will be available to help you understand so you can be successful in this class.

Please check and sign below

_____ *I have read the information and I fully understand what I’m expected to do in class.*

Student Signature: _____