



أكاديمية جيمز العالمية – دبي  
GEMS World Academy  
DUBAI

## COURSE SYLLABUS

# Integrated Humanities Year 5/Grade 10

### MIDDLE YEARS PROGRAMME

2	2
0	0
1	2
9	0

#### COURSE OVERVIEW

The study of Integrated Humanities at GWA encourages students to develop an awareness of the way in which the physical and human environments are interdependent and have evolved over time using a multidisciplinary approach. Students will discuss, research and present well supported arguments and ideas that demonstrate their knowledge and skills. Through their study students will develop a concern for the well-being of natural and human communities and will be encouraged to act on these concerns as responsible, global citizens.

Integrated Humanities can involve the study of history, geography and economics, combined with elements of politics, philosophy, psychology and business.

#### LEARNING OUTCOMES

AIMS – The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

The aims of MYP Integrated Humanities 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.

#### Unit 1 – Demographics and Population Movements

Students will learn about world population trends, UN predictions for population growth, Malthus vs. Boserup perspectives and how levels of economic development influence population trends. They will interpret trends from population pyramids and the demographic transition model and analyze the implications of aging and youthful populations. Students will then study push and pull immigration factors, types of migrations, and investigate modern forced migrations. Students will assess the impact of rapid urbanization on low income countries (LICs) and high income countries (HICs). They will learn about land use models and how land use zones impact the opportunities and identities of its residents. Throughout the unit they will consider the impact of population and migration trends on Integrated Humanities.

#### Unit 2 – Institutions & Human Rights

Students will learn about the systems of governmental and non-governmental institutions to understand the role they play in protecting human rights. They will learn about the democratic process and develop their understanding of the legislative, executive and judicial bodies of government. They will then examine the creation and legacy of the United Nations, with emphasis on the 1948 Universal Declaration of Human Rights. They will learn about international human rights laws, violations and enforcement. Students will conclude the unit by considering the actions that can be taken to protect the rights of others.

#### Unit 3 – Civil Rights and Social Protest

Through the study of the US Civil Rights Movement, students will evaluate the nature and characteristics of discrimination in America. They will consider the history of slavery, the use of Jim Crow laws and use of disenfranchisement to reinforce discrimination of African Americans. They will explore the course of segregation in education and evaluate the methods and successes of protests and action taken to overturn discriminatory laws and behaviors. Students will conclude the unit by considering methods and successes of other 20<sup>th</sup> century social protest movements.

#### Mini Extended Essay

Students will finish the year by building fundamental research and writing skills that will be necessary for success in the Diploma Program and university. Student will be expected to write their own research question, create and follow a step-by-step action plan, find and evaluate a variety of sources and write a 2,000-word essay using a conventional format. Instruction and support will be provided by their teachers and the librarian throughout this process.

**ASSESSMENT**

In the MYP Students will be evaluated using formative and summative assessments.

**Formative Assessment:** Tasks and assignments that allow the teacher to regularly judge the effectiveness of both teaching and learning processes. This may include teacher observation and oral, written or products of student effort. Examples: class activities, homework and quizzes.

**Summative Assessment:** The judgment made by the teacher of the standard of achievement reached by the student throughout each unit. Students over the course of the year will take two Exam 1s, two Exam 2s, and two Exam 3s. In addition, students will complete three Summative Investigations over the year.

**Exam 1: Document Based Exam**

Students will be given four unseen sources and asked to synthesize the information from the unit and the sources to answer the prompts. This exam is marked on Criteria A: Knowing and Understanding, C: Communicating, and D: Critical Thinking.

Question 1: List three... from Source X

Question 2: Explain ... with explicit reference to Source Z

Question 3: Using the sources and your own knowledge **Discuss / To what extent ...**

**Exam 2: Source Analysis (OPVL)**

Students will be given two unseen sources and asked to analyze them for Origin, Purpose, Value, and Limitation. This exam is marked on Criteria C: Communicating, and D: Critical Thinking.

Questions:

1. List the Origin of Source A

2. Describe the Purpose of Source A

3. Explain the Values and limitations of Source A

4. List the Origin of Source B

5. Describe the Purpose of Source B

6. Explain the Values and Limitations of Source B

**Exam 3: Conceptual Essay**

Students will be given an open ended prompt at the end each semester. The prompt will tie into the concepts covered (ie. Equity, power).

The command terms used in the prompt will be *to what extent/discuss*. Student are expected to write a five paragraph essay with claims, counter claims and evidence from the course in their response.

All assessments will be graded by using a criterion-referenced approach using the "Criterion Objectives" listed below. Each assessment will be developed with the IB standards in mind and the objectives applied against the students submitted assessment task. The best-fit approach is applied to ensure the most valid, fair and reliable grade is determined using the IB Grade Boundaries and 7-point scale.

**EXTENDED LEARNING OPPORTUNITIES**

Throughout the year ELG students will also enhance their understanding of the topics by participating in extended learning opportunities. The goals of these activities are to broaden student's exposure to the human element and deepen understanding of the humanities topics we are studying. All MYP 5 students may choose to participate in extended learning opportunities, however it is a requirement for ELG students. Students can participate by joining the Google Classroom using the following code:

**rhhbocn**

- Unit 1: Participate in Literature Circles by reading *Factfulness* by Hans Rosling. *Factfulness* can be checked out from the TRC.
- Unit 2: Participate in or as an admin staff during MUN Conference hosted by GWA from January 9<sup>th</sup>-11<sup>th</sup>.
- Unit 3: Participate in Literature Circles focusing on identity and relationships. Read a biography or memoir of your choice.

**Criterion A: Knowing and Understanding**

Students develop factual and conceptual knowledge about Integrated Humanities.

In order to reach the aims of Integrated Humanities, students should be able to:

i. use terminology in context

ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.

**Criterion B: Investigating**

Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.

In order to reach the aims of Integrated Humanities, students should be able to:

- i. formulate a clear and focused research question and justify its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use research methods to collect and record relevant information
- iv. evaluate the process and results of the investigation.

**Criterion C:**

Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.

In order to reach the aims of Integrated Humanities, students should be able to:

- i. communicate information and ideas using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of information using a recognized convention.

**Criterion D:**

Students use critical thinking skills to develop and apply their understanding of Integrated Humanities and the process of investigation.

In order to reach the aims of Integrated Humanities, students should be able to:

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make valid arguments
- iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations
- iv. interpret different perspectives and their implication

**STUDENTS RESPONSIBILITIES****Academic Honesty**

Honesty in schoolwork requires that students do their own work. Students are expected to give credit to ideas, language, or thoughts which are not their own. To take ideas, writing, or thoughts from someone else and pass them off as one's own is called plagiarism and is a violation of academic honesty. This can occur with print or non-print sources, such as the internet. While plagiarism is the most common form of academic dishonesty, it is not the only form. Academic dishonesty can also include instances of collusion, duplication of work and other behavior that allows students to gain an unfair advantage. GWA-Dubai regards acts of academic dishonesty as a serious violation of the community's trust.

The penalties for students who engage in academic dishonesty will be applied based on the age of the student(s) as well as the number of times the student engages in such actions. Repeated incidences of academic dishonesty could result in removal from the school.

Full Academic Policy can be located in the Student and Parent Handbook.

**Late Assessment Policy**

The following procedures for the late submission of tasks (**without an acceptable excuse**) apply to **MYP 1 to 5** (Grades 6 – 10). **If** the student has an **acceptable excuse**, the classroom teacher will simply arrange a further suitable deadline directly with the student.

Occurrence	Procedures
<p><b>First occurrence</b></p>	<p>Classroom teacher <b>discusses</b> reasons with student, if possible.                      Classroom teacher issues responsibility reminder to students and parents by <b>email</b>, within <b>48 hours</b>.                      Student and parents are informed in this email of the expectation that the work is <b>still to be submitted</b> by the <b>new deadline</b>, set by the teacher in communication with the student.                      Options available for new deadline:                      · The following day.                      · The next lesson.                      · Thursday summative make up session.                      Classroom teacher records a “<b>missed academic deadline</b>” notice on iSAMS. Teacher includes the new deadline agreed.  <b>If</b> the task is submitted by the new date, then students will receive feedback and grades <b>will</b> count towards their final MYP subject grade. This task is, however, recorded as a late submission and may impact the student’s <b>Approaches to Learning</b> judgment on reports.</p>
<p><b>Second occurrence</b>                      This may include the student missing second agreed deadline for previous assessment, <b>or</b> the student misses first deadline for a new assessment for second time.</p>	<p>Classroom teacher <b>discusses</b> reasons with student, if possible.                      Classroom teacher contacts the student and parents by email, <b>cc’ing in the Team Leader and MYP Coordinator</b>.                      Student and parents are informed in this email of the expectation that the work is <b>still to be submitted</b> by the new deadline, set by the teacher in communication with the student.                      Options available for new deadline:                      · The following day.                      · The next lesson.                      · Thursday summative make up session.                      Classroom teacher records a “<b>missed academic deadline</b>” notice on iSAMS. Teacher includes the new deadline agreed.  <b>If</b> the task is submitted by the new date, then students will receive feedback and grades <b>will</b> count towards their final MYP subject grade. This task is however recorded as a late submission and may impact the student’s <b>Approaches to Learning</b> judgment on reports.</p> <p>However, at this stage, the MYP Coordinator <b>may</b> discuss the situation with the student, and/or parents <b>may</b> be requested to come to school for a meeting with one or more of the MYP Coordinator, Dept. Team Leaders, Grade Level Leader and/or the subject teacher(s) involved.</p>
<p><b>Third or more occurrence</b>                      Third+ occurrence may include the student missing third agreed deadline for previous assessment, <b>or</b> the student misses first deadline for a new assessment for third time.</p>	<p>Classroom teacher discusses reasons with student, if possible.  <b>Third Occurrence for same and for a new assessment:</b>                      Classroom teacher contacts the student and parents by email, <b>cc’ing in the Team Leader and MYP Coordinator</b>.                      Classroom teacher records a “<b>non-submission</b>” on iSAMS for this task.                      Classroom teacher records a <b>behaviour point</b> on iSAMS.                      Classroom teacher records this summative assessment as an <b>NA</b> on ManageBAC. The grade is <b>not</b> used to give a best fit grade in reports.</p> <p>At this stage, whether in the same or new assessment scenarios, parents <b>will</b> be requested to come to school for a meeting with one or more of the MYP Coordinator, Dept. Team Leaders, Grade Level Leaders, Division AP and/or the subject teacher(s) involved.                      Students <b>may</b> be placed on an <b>individualized plan</b> or <b>contract</b>, agreed between school, parents and the student.                      Students <b>may</b> be placed on <b>internal reflection</b>.</p>