



INTERNATIONAL SCHOOL
LUXEMBOURG

IB mission statement

The International Baccalaureate aims to develop **inquiring, knowledgeable and caring** young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become **active, compassionate and lifelong learners** who understand that other people, with their differences, can also be right.



The MYP:

- addresses holistically students' **intellectual, social, emotional and physical well-being**
- provides students opportunities to develop the **knowledge, attitudes and skills** they need in order to manage complexity, and take responsible action for the future
- ensures breadth and depth of understanding through study in **eight subject groups**
- requires the study of at least **two languages** to support students in understanding their own cultures and those of others
- empowers students to participate in **service with the community**
- helps to prepare students **for further education, the workplace and a lifetime of learning.**

This curriculum is subject to change and may be adapted to suit the needs and interests of the students and adapted to fit appropriately in accordance with best practice and circumstances.

SUBJECT GROUP 3: INDIVIDUALS & SOCIETIES

The MYP individuals and societies subject group incorporates disciplines traditionally studied under humanities and social sciences. This subject group encourages learners to respect and understand the world around them, and equips them with the necessary skills to inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies and environments.

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 both content and methodology can be debatable and controversial, and for practising the tolerance of uncertainty.

The IB's approach to this subject area includes a strong focus on inquiry and investigation. Students collect, describe and analyse data; 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 (International Baccalaureate Organization, 2015).

The aims of MYP individuals and societies 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

Skills and Understanding / Goals :

- Students will learn to develop factual and conceptual knowledge about individuals and societies.
- Students will develop research skills and processes associated with disciplines in the humanities.
- Students will develop the skills to organize, document, and communicate their learning of Individuals and Societies using a variety of media, and presentation formats.
- Students will use critical thinking to develop and apply their understanding of individuals and societies and the process of investigation.
- Students will learn the following skills in the context of Individuals and Societies: Communication, Collaboration, Social, Self-Management, Organization, Reflection,

Research, Media Literacy, Information Literacy, Critical Thinking, Creative Thinking, and Transfer.

<p>Year 6</p>	<ul style="list-style-type: none"> - What does it mean to be a global citizen? - How can maps provide us with a sense of time, place, and space? - What can we learn from different civilizations? - Where do we live? - What do people believe in? - What factors contribute to the fairness and development of societies?
<p>Year 7</p>	<ul style="list-style-type: none"> - How has globalization shaped the world? - Why are natural environments important to individuals and societies? - What was life like in the Middle Ages? - How does exploration affect global interactions? - How can energy be produced sustainably? - How have innovations and ideas changed the world?
<p>Year 8</p>	<ul style="list-style-type: none"> - How are societies governed? - What are natural hazards and how do societies respond to them? - How can new technologies affect our identities and relationships? - Where are all the people? - What is culture? - Why do societies experience revolution?
<p>Year 9</p>	<p>HISTORY:</p> <ul style="list-style-type: none"> - How revolutionary was the Industrial Revolution? - What impact have pioneers, innovators, and developers had on societies? - Does trade and exchange promote cooperation or lead to exploitation? - Why have our everyday lives changed over the past century? - How have health and medicine improved over time? - Do social, cultural, and artistic movements reflect the era in which they take place? - How have ideas reflected change in the last 200 years? <p>GEOGRAPHY:</p> <ul style="list-style-type: none"> - What do geographers do? - How many are we? How many should we be? - Where are city limits? - How can we manage the interaction of water and land? - How sustainable is global economic growth? - How can biomes be managed for all to benefit? - In what ways does globalization affect us?
<p>Year 10</p>	<p>HISTORY:</p> <ul style="list-style-type: none"> - Why do nations go to war and why is peacemaking difficult? - Why do nations build empires and form supra-national alliances and organizations? - Why have nationalist movements been successful?

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| | <ul style="list-style-type: none">- How have civil rights and social protest groups brought about change?- Can individuals make a difference in shaping the world?- What are the consequences of inaction? |
| | <p>GEOGRAPHY:</p> <ul style="list-style-type: none">- Do we have the right to see the world?- What are the consequences of our inaction in response to climate change?- What happens when humans live in hazardous places?- Can tectonically active areas all be managed in the same way?- Can humans fix the damage they caused? |