



Year 11 Course Overview Individuals and Societies 2025-26

Aims of the course

I. The course will **provide rigorous exposure to, and foundational preparation for, each of the Group 3 (Individuals and Societies) DP Course options offered at CIS** - History, Geography, Psychology, Economics. This will include providing students with foundational knowledge, understandings, and skills in each of the four subjects and exposure to IBDP Group 3 type assessment tasks.

II. The course will **educate for sustainability with an emphasis on embedding systems thinking** within, between, and beyond the four disciplines emphasised in the course. Thus, the course will emphasise [Standard C](#) from the Education for Sustainability Standards & Performance Indicators.

III. The course will **engage students in authentic project-based learning experiences that balance targeted learning objectives and outcomes with personalised student learning: Agency, Depth, and Relevance**. i.e. Offering students voice and choice in what and how they demonstrate their learning, opportunities to “dig deep”, and chances to connect their learning to their own lives.

Learning Objectives/Assessment Criteria

Criterion A: Knowing and understanding

Criterion B: Investigating

Criterion C: Communicating

Criterion D: Thinking critically

Approaches to Learning

Opportunities for students to develop Approaches to Learning are integrated into the course and assessed on an ongoing basis. Students reflect on their progress with regard to ATLs and teachers report on the Collaboration and Self-Management ATLS specifically.

Skill category	Skill clusters
Communication	1. Communication: Exchanging thoughts, messages and information effectively through interaction
Social	2. Collaboration: Working effectively with others

Self-management	3. Organisation: Managing time and tasks effectively 4. Affective: Managing state of mind 5. Reflection: (Re-)considering what has been learned; choosing and using ATL skills
Research	6. Information Literacy: Finding, interpreting, judging and creating information 7. Media Literacy: Interacting with <u>media</u> to use and create ideas and information
Thinking	8. Critical Thinking: Analysing and evaluating issues and ideas 9. Creativity and Innovation: The skills of invention – developing things and ideas that never existed before 10. Transfer: Utilising skills and knowledge in multiple contexts

Course Structure:

Unit 1. Rotation of discipline units: Geography, History, Psychology, Economics

This series of four units is made up of four discipline-specific rotations: Economics, History, Psychology, and Geography. Each discipline rotation consists of approximately nine lessons with subject specialist teachers. The units prepare students to apply foundational knowledge, understanding, and skills in the subsequent units of study. Additionally, the units will provide exposure to the four IBDP Group 3 subjects offered at CIS in order to inform student subject selections for Year 12/13.

[Teacher/Class Rotation Schedule 2025-26](#) (Unit 1)

Unit 2. Integrated disciplines unit

This unit models an inquiry-based exploration of a topic. The topic, inquiry questions, and applications of theory, concepts & methods from the four disciplines is predetermined by teachers. There is a central driving inquiry question with sub-inquiry questions that are related to one or more of the four disciplines. The unit is an interdisciplinary application of the knowledge, understanding, and skills developed in the previous discipline rotation units. The unit will model the development and refinement of research questions, methods of investigation, critical thinking, and arriving at justified conclusions.

Unit 3. Student project unit

This unit will emphasise student choice and agency, with students choosing to formulate a research question within the context of one of the broad topic areas below. Students will then apply the approaches and processes learned in the previous two units to exploring their research

question in the form of an ongoing project. Student progress and learning will be assessed at several milestone deadlines during the process.

Contexts for Learning (Topic areas):

Arts in society Change in culture and communities Climate change, energy and resources Conflict and peace Development, trade and aid Digital world Education for all Employment Environment, pollution and conservation Globalisation Health and wellbeing	Law and criminality Media and communication Migration and urbanisation Political power and action Poverty and inequality Social identity and inclusion Sport and recreation Technology, industry and innovation Transport, travel and tourism Values and beliefs Water, food and agriculture
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Academic Integrity

This course follows Chinese International School's Academic Integrity Policy which can be found at this link and in the Student and Parent Handbook: [Academic Integrity Policy](#)

Teachers

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