



Year 7 Course Overview

Individuals and Societies 2025-26

Welcome to Year 7 Individuals and Societies. This course is the gateway to the Individuals & Societies program at CIS. As such, the primary focus is on broad understandings of social science concepts that will be delved into in more detail in coming years, and the development of foundational skills that will benefit students as they move through the Secondary School.

The MYP Individuals and Societies Programme Aims

The Individuals and Societies programme encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, psychological, political, social, economic, technological and cultural factors that have an impact on individuals, societies and environments.

It encourages learners to consider local and global contexts, focusing on inquiry from a number of perspectives, bringing together knowledge and conceptual understandings from multiple disciplines within the subject group.

Curriculum for Year 7

Unit 1: Uncharted

This unit explores the history, motivations, and impacts of human exploration, and delves into the complex relationship between exploration and exploitation. Students will examine case studies of exploration from different perspectives. They will analyze the drivers behind exploration as well as the societal, technological and environmental consequences. This unit aims to equip students with a nuanced understanding of the complex legacies of human exploration.

Unit 2: Beliefs

The unit introduces students to community systems of which they may be a part and investigates various elements that define a community. Students also develop an understanding of the beliefs and practices of global religious communities in order to establish a foundation for future discussions on the influence of these communities in both historical and modern-day contexts.

Unit 3: Green Nudges

In this Year 7 unit, students will explore the statement "Humans make choices that may (or may not) inspire positive relationships with our environments." Through engaging activities and discussions, they will examine the impact of human decisions on the environment, particularly in the context of zero carbon goals. The unit will cover key concepts such as the materials cycle and economic models, allowing students to assess how sustainable practices can promote environmental stewardship. By analyzing real-world scenarios and

case studies, students will develop critical thinking skills and an understanding of the importance of making informed choices that foster positive relationships with their surroundings.

Unit 4: Ancient Civilizations (Dual Language Unit)

This unit takes an in-depth look at the rise and fall of ancient civilizations from across the Eastern and Western hemispheres. Students will analyze artefacts that characterise civilizations as well as how different ancient civilizations compare.

Throughout the unit, the overarching emphasis will be on developing systems thinking skills - examining the interconnections between human societies and their natural environments, across both space and time.

This unit also introduces the characteristics of early Chinese dynasties. Students will be taught in both Chinese and English, scaffolded according to language proficiency. Students will appreciate that each dynasty left behind a unique culture and artistic and technological achievements.

Year 7 Learning Skills

The following set of skills are designed to empower students to succeed in meeting the learning objectives of this subject and prepare them for future success in their academic programme.

- Self Management
- Communication
- Collaboration
- Critical Thinking Skills
- Research

Year 7 Assessment Criteria

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Thinking critically	Maximum 8

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

Academic integrity is essential for the growth of a creative, educated, compassionate spirit. Therefore, we expect students to ensure that the thinking they offer in class and the products they submit for assessment are their own. And in cases where a student might collaborate or receive additional support from a peer or adult, we expect the student will communicate with his/her teacher fully and, to the fullest extent possible, in advance. For teachers to offer the best and most suitable support and most accurate assessment, it is essential that students never present others' ideas or abilities as their own.

Teachers

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