

Inquiry / Higher	Order Questions
Туре	Inquiry Questions
Debatable	Who is responsible if systems fail?
Debatable	is this an ethical way to use technology?
Concept-based	What are the social imapcts of the IT development on human life?
Debatable	Are the impacts serious? Are they life or death, or merely an inconvenience?



# ♦ Objectives

## Knowledge and understanding of specified content

demonstrate an awareness of IT applications and developments in specified scenarios

demonstrate an awareness of the social and ethical significance of specified IT applications and developments

demonstrate technical knowledge of ITGS terminology, concepts and tools

demonstrate technical knowledge of IT systems

demonstrate knowledge and understanding of topics related to the annually issued case study (HL paper 3 only)

## Application and analysis

explain the impacts of IT applications and developments in specified scenarios

analyse the social and ethical significance of specified IT applications and developments

transfer IT knowledge and make connections between specific scenarios

### Synthesis and evaluation

evaluate local and global impacts of specified IT developments through individually researched studies evaluate a solution involving IT to a specified problem using knowledge of IT systems discuss the social and ethical implications of specified IT policies and developments

## Syllabus Content

### Strand 1: Social and ethical significance

### Core

- 1.1 Reliability and integrity
- 1.2 Security
- 1.3 Privacy and anonymity
- 1.4 Intellectual property
- 1.5 Authenticity
- 1.6 The digital divide and equality of access
- 1.7 Surveillance
- 1.8 Globalization and cultural diversity
- 1.9 Policies
- 1.10 Standards and protocols
- 1.11 People and machines
- 1.12 Digital citizenship

## Additional higher level

Social and ethical considerations linked to the two HL extension topics and the issues raised by the annually issued case study





## ATL Skills



## Approaches to Learning



## **Thinking**

- In this unit, we will

ask students to formulate a reasoned argument to support their opinion or conclusion give students time to think through their answers before asking them for a response reward a new personal understanding, solution or approach to an issue ask open questions

set students a task which required higher-order thinking skills (such as analysis or evaluation) build on a specific prior task

help students to make their thinking more visible (for example, by using a strategy such as a thinking routine) require students to take an unfamiliar viewpoint into account when formulating arguments ask questions that required the use of knowledge from a different subject from the one you are teaching include a reflection activity



#### Social

- In this unit, we will

make a link to TOK

have students work in small groups

allocate, or ask students to allocate among themselves, different roles in a classroom discussion or activity have students peer assess their group performance or process

support students in resolving a conflict in a team

give a group assessment task

give students feedback on how they worked as a group

have students discuss their understanding of a text or idea among themselves and come up with a shared understanding

provide an opportunity for students to analyse the impact of their behaviour on the class or on a group performance encourage students to consider alternative points of view or to take the perspective of others provide opportunities for students to make decisions





#### Communication

- In this unit, we will

ask students to explain their understanding of a text or idea to each other
construct a task around the use of different vocabulary and examples when speaking to different audiences
have students give an oral presentation without reading from their notes
ask students to monitor and check the quality of their writing
construct a task so that students practise their listening skills
assess or give feedback on speaking or writing concisely
provide opportunities for students to read and understand different types of texts
encourage or require students to plan a response before they begin
ask students to formulate arguments clearly and coherently
encourage all students to contribute to discussions



### Self-management

- In this unit, we will

require students to revise and improve on work previously submitted
ask students to set their own learning goals
ask students to break down a larger task into specific steps
ask students to look for personal relevance in the subject matter
practise or discuss strategies to increase concentration
give students feedback on their approach to a task
model positive skills and behaviours such as being well organized and punctual
help students to learn from failures or mistakes
create an atmosphere where students do not think they have to get everything right first time
discuss planning and approaches to revision



### Research

- In this unit, we will

require students to formulate/construct a focused research question (either in class or in a homework assignment) reward or encourage correct citing and referencing

assign a task that required students to use the library

require students to practise effective online search skills (for example, use of Booleans and search limiters)

provide opportunities for students to reflect on how they determine the quality of a source, or analyse contradictory sources

require students to record their search for sources in steps (types of search engines, search terms, and so on)

give students advice on (or provide an opportunity for students to practise) narrowing the scope of a task to make it more manageable

discuss or model the importance of academic honesty and clear acknowledgment of sources



## Developing IB Learners



Inquirers



Knowledgeable



**Thinkers** 



Communicators



Open-minded



Reflective



### Assessment

## F Formative assessment

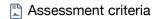
- Students' progress will be monitored through dialogue of 1-1, group and class discussions. Assessment strategies for this unit will include a variety of methods to cater for all learning styles (kinesthetic, auditory and visual learners) and to engage in the syllabus outline thoroughly. All formal summative evaluations will be marked according to IB criteria that ranges from grade 1 (very poor) to grade 7 (excellent performance). Students assessments include:
- Mini quizzes and formative activities to reinforce certain concepts.

### **Deira International School**

- Projects will be given but not limited to, oral presentations.
- Short question and answer based on paper 1 and paper 2 components
- · Topic starter/activities template to produce resources prepared to teach and deliver to the class.
- · Homework is assigned as a vital extension of the classroom work. Students can be expected to regularly receive homework designed to reinforce concepts and skills covered in class.
- · Homework includes, but not limited to, readings, worksheets, writing assignments, research, and revision for summative assessment

## s Summative assessment

A written theory paper exam at the end of this specific themed topic.



### **SL Criteria**

#### **External Assessment**

Paper 1: Structured questions that assess in an integrated way the three strands of the syllabus

Social and ethical significance

### **HL Criteria**

### **External Assessment**

Paper 1: Structured questions that assess in an integrated way the three strands of the syllabus, including HL topics

Social and ethical significance

Description