

IB DP IB1 ITGS 2021 (IB1)

Summary

Strand 1 Social and Ethical Significance Draft

Subject	Year	Start date	Duration
Information Technology in a Global Society	IB1	Week 2, September	6 weeks 6 hours

Course Part
CORE

Inquiry & Purpose

Inquiry / Higher Order Questions

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

Curriculum

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

make a link to TOK



Social

- In this unit, we will

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

- set deadlines for students to meet
- 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

☆ Learner Profile



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.

- 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

Summative assessment

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

Assessment criteria

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