

## Summary

### Strand 2 - Health Draft

Subject	Year	Start date	Duration
Information Technology in a Global Society	IB1	Week 4, December	<span>6 weeks</span> 8 hours

#### Course Part

CORE

#### Description

IT has revolutionized medicine. With the increasing size of the world's population, the effective management of health care using IT systems will become even more important.

Students should be able to demonstrate a knowledge and understanding as detailed by the AO's of the following Health topic.

- Evaluate the ways IT can be used in patient diagnosis
- Evaluate the ways IT can be used in surgery
- Evaluate the ways IT can be used in patient treatment
- Discuss the consequences of technology addiction
- Evaluate the availability of online medical advice
- Explain how to prevent overuse injuries

## Inquiry & Purpose

### Inquiry / Higher Order Questions

Type	Inquiry Questions
<span>Content-based</span>	Discuss the consequences of technology addiction
<span>Content-based</span>	Explain how to prevent overuse injuries

## Curriculum

### Aims

Encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions

Promote the appreciation of the way in which learning is relevant both to the culture in which the student lives, and the culture of other societies

Enable the student to evaluate social and ethical considerations arising from the widespread use of IT by individuals, families,

communities, organizations and societies at the local and global level

Develop the student's understanding of the capabilities of current and emerging IT systems and to evaluate their impact on a range of stakeholders

### ◇ 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

apply technical knowledge of IT systems acquired through independent research to provide supporting evidence in possible decisions relating to future courses of action related to the annually issued case study (HL paper 3 only)

#### **Synthesis and evaluation**

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

## Strand 2: Application to specified scenarios

Core

2.4 Health

### Concepts

Students will be expected to apply their knowledge from the topics taught in class or researched independently to the stimulus material in the externally assessed components. This may include discussing ethical issues and social impacts as well as demonstrating an understanding of the IT systems involved.

For each of the scenarios addressed, students will be expected to identify relevant stakeholders and to discuss, where relevant, potential stakeholder conflict.

## ATL Skills

### Approaches to Learning

#### Thinking

- In this unit, we will

ask students to formulate a reasoned argument to support their opinion or conclusion

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)

help students to make their thinking more visible (for example, by using a strategy such as a thinking routine)

ask questions that required the use of knowledge from a different subject from the one you are teaching

make a link to TOK



### Social

- In this unit, we will
  - allocate, or ask students to allocate among themselves, different roles in a classroom discussion or activity
  - support students in resolving a conflict in a team
  - give a group assessment task
  - provide opportunities for students to make decisions



### Communication

- In this unit, we will
  - 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
  - encourage or require students to plan a response before they begin



### Self-management

- In this unit, we will
  - set deadlines for students to meet
  - help students to learn from failures or mistakes



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



## Developing IB Learners

### ☆ Learner Profile



Inquirers



Knowledgeable



Thinkers



Open-minded



Caring



## 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

### S 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

Application to specific scenarios

#### 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

Application to specific scenarios

Description