Deira International School

IB DP IB1 ITGS 2021 (IB1)

📔 Summary

Strand 2 - Home and Leisure `Draft`

Subject	Year	Start date	Duration
Information Technology in a Global Society	IB1	Week 1, February	`6 weeks` 5 hours

Course Part

CORE

Description

The growth of the internet and the ability to transfer information globally in real time has revolutionized the way in which increasing numbers of people live. The global online society, the development of English as the dominant online language, and the constant availability of information may lead to a homogenization of peoples, with some cultures being subsumed into others or lost.

🔍 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

Develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity

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

◇ 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

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 2: Application to specified scenarios

Core

2.4 Health

Concepts

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

- Describe the technologies use In copyright infringement
- Evaluate the possible solutions to copyright infringement
- Evaluate the impacts of computer gaming
- Explain how news and media is broadcast using IT
- Evaluate the effects of citizen journalism and social media
- Explain how IT is used in digital preservation and restoration

ATL Skills

Approaches to Learning

Description

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.

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

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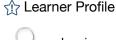
    require students to record their search for sources in steps (types of search engines, search terms, and so on)

    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
	Balanced
	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

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

        IT systems

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

        IT systems

Description