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**Social Studies Instructional Framework**

**Criterion A: Knowledge:** ***Knowledge is fundamental to studying humanities, and forms the base from which to explore concepts and develop skills.***

| **9th Grade MYP History** | **10th Grade MYP History** | **Economics/People and Politics/IB History** |
|---|---|---|
| • Understand and apply knowledge of historical terminology and factual information.<br>• Identify and extract information relevant to a directed question.<br>• Prioritize information by importance<br>• Understand and answer historical questions and terms<br>• *Demonstrate subject content knowledge and understanding through the use of descriptions and explanations.*<br>• **Know the various types of government which existed throughout world history**<br>• **Understand the nature and source of power in various types of political authority**<br>• **Understand basic economic terms**<br>• **Understand the differences between various economic systems**<br>• **Know the significant social, political and religious events of the eras covered in the course** | • Draw on knowledge of historical terminology and factual information to illustrate and defend ideas.<br>• Organize and prioritize prior knowledge by degree of relevance<br>• Answer questions using historical vocabulary and relevant examples.<br>• *Demonstrate subject content knowledge and understanding through the use of descriptions and explanations supported by relevant examples.*<br>• **Know the basic structure of the US political system**<br>• **Explain the methods citizens used to participate in the political process to bring about change**<br>• **Understand the nature and source of power in various types of political authority**<br>• **Understand and use basic economic terms**<br>• **Explain the differences between various economic systems**<br>• **Know the significant social, political and religious events of the eras covered in the course** | • **Know and be able to practice the methods citizens can use to participate in the political process**<br>• **Apply an understanding of the workings of the US political system to current issues or questions**<br>• **Understand the foundational principles of the Constitution**<br>• **Compare and contrast the nature and source of power in various types of political authority.**<br>• **Apply an understanding of the documents that established the US government to questions and inquiry.**<br>• **Demonstrate an understanding of the rights of American citizens**<br>• **Analyze the role the US government plays in the economy in various settings**<br>• **Apply basic economic terms (scarcity, opportunity cost, trade offs, markets, supply and demand) to questions or scenarios**<br>• **Understand the differences between a market and planned economic system.** |

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| **Criterion B: Concepts:** ***Concepts are powerful ideas that have relevance and must explore d and re-explored in order to develop understanding. Learners develop their understanding of a concept to increasing levels of sophistication by applying acquired knowledge and skills.*** | | |
|---|---|---|
| **Time**<br>• *Understand the concept of historical context*<br>• *Describe the different perceptions of time.*<br>• *Show an understanding/**empathy** for people in past societies*<br>• *Recognize and describe the similarities and differences that exist between people, places, and events through time.* | **Time**<br>• *Demonstrate an understanding of the concept of historical context*<br>• *Demonstrate an understanding of the different perceptions of time.*<br>• *Show an understanding/**empathy** for people in past societies*<br>• *Recognize and explain the similarities and differences that exist between people, places, and events through time.*<br>• Identify social, political, economic, religious and military context for events. | • Demonstrate an understanding of the evolution of economic theory over time. (AE)<br>• Demonstrate an understanding of how political perceptions can change over time. (AE) |
| **Place and Space**<br>• *Recognize patterns and relationships in natural and human environments*<br>• *Recognize similarities and differences between places*<br>• *Demonstrate an understanding of the constraints and opportunities afforded by location* | **Place and Space**<br>• *Recognize, describe and explain patterns and relationships in natural and human environments*<br>• *Recognize and explain similarities and differences between places*<br>• *Demonstrate with examples an understanding of the constraints and opportunities afforded by location* | • *Recognize, describe and explain patterns and relationships in natural and human environments*<br>• **Draw on an understanding of the distribution of human populations in analyzing economic or political questions**. |
| **Change**<br>• Understand the concepts of continuity and change in reference to history and identify examples.<br>• *Understand short term and long term causes of change*<br>• *Understand the links between causes, processes and consequences*<br>• *Demonstrate an understanding that as people interact with their environment that both change*<br>• *Understand and give examples of how environmental, political, economic, and social interactions can change levels of sustainability* | **Change**<br>• *Understand and explain short term and long term causes of change*<br>• *Demonstrate with examples the links between causes, processes and consequences*<br>• *Illustrate an understanding that as people interact with their environment that both change*<br>• *Understand and explain how environmental, political, economic, and social interactions can change levels of sustainability*<br>• Identify continuity and change within the same historical period/setting.<br>• Evaluate the importance of the elements of change. | • **Apply an understanding of the workings of the US political system to current issues or questions**<br>• **Apply understandings from the past to present events, issues or problems.**<br>• *Demonstrate with examples the links between causes, processes and consequences*<br>• *Apply an understanding of the short term and long term causes of change*<br>• Demonstrate an understanding of how interpretation of the US Constitution can change over time (AE)<br>• **Describe and illustrate the circular flow of economic activities in a market economy.**<br>• **Describe the phases and identify the causes of the business cycle**<br>• **Distinguish between and evaluate the effectiveness of the various approaches to economic questions.** |
| **Systems**<br>• *Identify how systems models and institutions operate* | **Systems**<br>• *Identify and compare how systems models and institutions* | • **Identify how each of the basic economic systems (traditional, market, & command) answers the three** |

| | | |
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| • *Describe and identify examples of social structures and controls*<br>• *Explain the different types of equilibrium within systems*<br>• *Identify cooperation within and between systems.* | *operate*<br>• *Describe and provide examples of social structures and controls*<br>• *Explain the different types of equilibrium within systems*<br>• *Identify and compare cooperation with and between systems.* | **basic economic questions and evaluate their economic performance based on basic economic and social goals.**<br>• **Describe how the fundamental economic problem of scarcity requires humans to make choices related to the use of resources.**<br>• **Apply an understanding of the workings of the US political system to current issues or questions**<br>• **Understand the conflict among social goals of a system**<br>• **Evaluate the role of various influences in political processes** |
| **Global Awareness**<br>• *Describe the effects of culture and perception*<br>• *Explain the interdependence of societies*<br>• *Describe issues facing the international community*<br>• *Recognize examples of issues of equality, justice, and responsibility* | **Global Awareness**<br>• *Demonstrate with examples an understanding of the effects of culture and perception*<br>• *Illustrate with examples the interdependence of societies*<br>• *Analyze issues facing the international community*<br>• *Recognize and evaluate examples of issues of equality, justice, and responsibility* | · **Analyze the implications for individuals, the US and other nations of a global economy.**<br>• **Evaluate the uses and goals of U.S. foreign policy throughout the world**<br>• **Analyze the economic condition of developing nations and describe & evaluate the various approaches taken to foster development.**<br>• **Describe and evaluate the effects of international trade and finance on global relations** |

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| **Criterion C: Skills** ***The development of analytical, decision-making and investigative skills is critical to enabling the student to undertake research and demonstrate an understanding of knowledge and concepts.*** | | |
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| **Technical Skills**<br>• Identify point of view in a source.<br>• Identify and recognize primary and secondary sources., bias of documents, the source of information, and the main limitations of a source.<br>• Identify specific origin of source (different types: letters, diaries, photos, political cartoons…) (bibliographic information).<br>• *Select relevant information from a wide variety of sources*<br>• *Use provided medias to select relevant data*<br>• *Draw information from a variety of sources such as maps, tables, photos, graphs, and tables*<br>• *Represent information in a variety of ways such as maps, tables, photos, graphs, and tables* | **Technical Skills**<br>• Explain origin, purpose, value and limitations of sources.<br>• *Select and use relevant information from a wide variety of sources*<br>• *Use provided medias to select relevant data*<br>• *Draw and evaluate information from a variety of sources such as maps, tables, photos, graphs, and tables*<br>• *Represent information in a variety of ways such as maps, tables, photos, graphs, and tables* | • **Organize and articulate opinions and ideas.**<br>• **Apply understandings from the past to present events, issues or problems.**<br>• **Consider contradictory points of view and historical interpretations.**<br>• **Understand, evaluate, and use ideas presented in a variety of sources.**<br>• **Recognize and evaluate the significance of economic and political philosophers**<br>• **Know how to apply a theory to new evidence**<br>• **Critically evaluate information by using prior knowledge** |
| **Analytical Skills**<br>• *Analyze information from a wide variety of sources*<br>• *Compare and contrast events, issues, ideas, and models.*<br>• **Demonstrate a respect for and understanding of others' perspectives, values, and attitudes**<br>• **Identify the problem or question to solve** | **Analytical Skills**<br>• *Analyze and interpret information from a wide variety of sources*<br>• *Compare and contrast events, issues, ideas, models and arguments.*<br>• **Demonstrate a respect for and understanding of others' perspectives, values, and attitudes**<br>• **Identify the elements of a theory** | • **Support opinions and ideas with logical argument and valid supporting details.**<br>• **Approach new political and economic ideas and with an independent and open spirit.** |
| **Decision Making Skills**<br>• *Formulate clear, valid and sound arguments, and draw conclusions*<br>• *Make well substantiated decisions and relate them to real world situations* | **Decision Making Skills**<br>• *Formulate clear, valid and sound arguments, make balanced judgments on events and draw conclusions*<br>• *Make well substantiated decisions and relate them to real world situations* | • **Employ convergent and divergent thinking skills.**<br>• **Explore, analyze, and interpret the issues, policies, and trends of American politics and economics with a curious mind.**<br>• **Draw conclusions from a variety of sources.**<br>• **Develop unique and individual opinions or interpretations of historical events, issues, or problems** |
| **Investigative Skills**<br>• *Test hypothesis and modify them where necessary*<br>• *Plan, carry out and present individual and group investigations of historical events* | **Investigative Skills**<br>• *Test hypothesis and modify them where necessary*<br>• *Plan, carry out and present individual and group investigations of complex questions* | • **Compare and contrast the goals and tools of various economic and political policy in dealing with issues or instability.**<br>• **Interpret various economic indicators/measurement tools to determine the current state of the economy and to predict economic change.** |

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**Social Studies Instructional Framework**

| **Criterion D: Organization and Presentation:*Students need to develop the ability to organize and present information and ideas in order to be able to demonstrate their grasp of humanities knowledge, concepts and skills.*** | | |
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| • *Communicate information that is relevant to the topic*<br>• *Organize information in a sequenced manner*<br>• *Present and express information and ideas in a clear and concise manner, using appropriate language, style and visual representation* | • *Communicate information that is relevant to the topic*<br>• *Organize information in a sequenced manner*<br>• *Present and express information and ideas in a clear and concise manner, using appropriate language, style and visual representation* | Demonstrate a respect for and understanding of others' perspectives values, and attitudes<br>• **Engage in discussion about the opinions and ideas offered by others.**<br>• **Participate in classroom discussion and debates in an appropriate manner.** |

Fonts:

**Original SS framework (KSUS)**

IB backward mapping framework

*IB MYP Humanities Subject guide interim objectives*