

DRAFT
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
<ul style="list-style-type: none"> • Understand and apply knowledge of historical terminology and factual information. • Identify and extract information relevant to a directed question. • Prioritize information by importance • Understand and answer historical questions and terms • <i>Demonstrate subject content knowledge and understanding through the use of descriptions and explanations.</i> • Know the various types of government which existed throughout world history • Understand the nature and source of power in various types of political authority • Understand basic economic terms • Understand the differences between various economic systems • Know the significant social, political and religious events of the eras covered in the course 	<ul style="list-style-type: none"> • Draw on knowledge of historical terminology and factual information to illustrate and defend ideas. • Organize and prioritize prior knowledge by degree of relevance • Answer questions using historical vocabulary and relevant examples. • <i>Demonstrate subject content knowledge and understanding through the use of descriptions and explanations supported by relevant examples.</i> • Know the basic structure of the US political system • Explain the methods citizens used to participate in the political process to bring about change • Understand the nature and source of power in various types of political authority • Understand and use basic economic terms • Explain the differences between various economic systems • Know the significant social, political and religious events of the eras covered in the course 	<ul style="list-style-type: none"> • Know and be able to practice the methods citizens can use to participate in the political process • Apply an understanding of the workings of the US political system to current issues or questions • Understand the foundational principles of the Constitution • Compare and contrast the nature and source of power in various types of political authority. • Apply an understanding of the documents that established the US government to questions and inquiry. • Demonstrate an understanding of the rights of American citizens • Analyze the role the US government plays in the economy in various settings • Apply basic economic terms (scarcity, opportunity cost, trade offs, markets, supply and demand) to questions or scenarios • Understand the differences between a market and planned economic system.

DRAFT
Social Studies Instructional Framework

Criterion B: Concepts: Concepts are powerful ideas that have relevance and must explore 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.

<p>Time</p> <ul style="list-style-type: none"> Understand the concept of historical context Describe the different perceptions of time. Show an understanding/empathy for people in past societies Recognize and describe the similarities and differences that exist between people, places, and events through time. 	<p>Time</p> <ul style="list-style-type: none"> Demonstrate an understanding of the concept of historical context Demonstrate an understanding of the different perceptions of time. Show an understanding/empathy for people in past societies Recognize and explain the similarities and differences that exist between people, places, and events through time. Identify social, political, economic, religious and military context for events. 	<ul style="list-style-type: none"> Demonstrate an understanding of the evolution of economic theory over time. (AE) Demonstrate an understanding of how political perceptions can change over time. (AE)
<p>Place and Space</p> <ul style="list-style-type: none"> Recognize patterns and relationships in natural and human environments Recognize similarities and differences between places Demonstrate an understanding of the constraints and opportunities afforded by location 	<p>Place and Space</p> <ul style="list-style-type: none"> Recognize, describe and explain patterns and relationships in natural and human environments Recognize and explain similarities and differences between places Demonstrate with examples an understanding of the constraints and opportunities afforded by location 	<ul style="list-style-type: none"> Recognize, describe and explain patterns and relationships in natural and human environments Draw on an understanding of the distribution of human populations in analyzing economic or political questions.
<p>Change</p> <ul style="list-style-type: none"> Understand the concepts of continuity and change in reference to history and identify examples. Understand short term and long term causes of change Understand the links between causes, processes and consequences Demonstrate an understanding that as people interact with their environment that both change Understand and give examples of how environmental, political, economic, and social interactions can change levels of sustainability 	<p>Change</p> <ul style="list-style-type: none"> Understand and explain short term and long term causes of change Demonstrate with examples the links between causes, processes and consequences Illustrate an understanding that as people interact with their environment that both change Understand and explain how environmental, political, economic, and social interactions can change levels of sustainability Identify continuity and change within the same historical period/setting. Evaluate the importance of the elements of change. 	<ul style="list-style-type: none"> Apply an understanding of the workings of the US political system to current issues or questions Apply understandings from the past to present events, issues or problems. Demonstrate with examples the links between causes, processes and consequences Apply an understanding of the short term and long term causes of change Demonstrate an understanding of how interpretation of the US Constitution can change over time (AE) Describe and illustrate the circular flow of economic activities in a market economy. Describe the phases and identify the causes of the business cycle Distinguish between and evaluate the effectiveness of the various approaches to economic questions.
<p>Systems</p> <ul style="list-style-type: none"> Identify how systems models and institutions operate 	<p>Systems</p> <ul style="list-style-type: none"> Identify and compare how systems models and institutions 	<ul style="list-style-type: none"> Identify how each of the basic economic systems (traditional, market, & command) answers the three

DRAFT

Social Studies Instructional Framework

<ul style="list-style-type: none"> • Describe and identify examples of social structures and controls • Explain the different types of equilibrium within systems • Identify cooperation within and between systems. 	<p>operate</p> <ul style="list-style-type: none"> • Describe and provide examples of social structures and controls • Explain the different types of equilibrium within systems • Identify and compare cooperation with and between systems. 	<p>basic economic questions and evaluate their economic performance based on basic economic and social goals.</p> <ul style="list-style-type: none"> • Describe how the fundamental economic problem of scarcity requires humans to make choices related to the use of resources. • Apply an understanding of the workings of the US political system to current issues or questions • Understand the conflict among social goals of a system • Evaluate the role of various influences in political processes
<p>Global Awareness</p> <ul style="list-style-type: none"> • Describe the effects of culture and perception • Explain the interdependence of societies • Describe issues facing the international community • Recognize examples of issues of equality, justice, and responsibility 	<p>Global Awareness</p> <ul style="list-style-type: none"> • Demonstrate with examples an understanding of the effects of culture and perception • Illustrate with examples the interdependence of societies • Analyze issues facing the international community • Recognize and evaluate examples of issues of equality, justice, and responsibility 	<ul style="list-style-type: none"> • Analyze the implications for individuals, the US and other nations of a global economy. • Evaluate the uses and goals of U.S. foreign policy throughout the world • Analyze the economic condition of developing nations and describe & evaluate the various approaches taken to foster development. • Describe and evaluate the effects of international trade and finance on global relations

DRAFT
Social Studies Instructional Framework

Criterion C: Skills <i>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.</i>		
<p>Technical Skills</p> <ul style="list-style-type: none"> Identify point of view in a source. Identify and recognize primary and secondary sources., bias of documents, the source of information, and the main limitations of a source. Identify specific origin of source (different types: letters, diaries, photos, political cartoons...) (bibliographic information). <i>Select relevant information from a wide variety of sources</i> <i>Use provided medias to select relevant data</i> <i>Draw information from a variety of sources such as maps, tables, photos, graphs, and tables</i> <i>Represent information in a variety of ways such as maps, tables, photos, graphs, and tables</i> 	<p>Technical Skills</p> <ul style="list-style-type: none"> Explain origin, purpose, value and limitations of sources. <i>Select and use relevant information from a wide variety of sources</i> <i>Use provided medias to select relevant data</i> <i>Draw and evaluate information from a variety of sources such as maps, tables, photos, graphs, and tables</i> <i>Represent information in a variety of ways such as maps, tables, photos, graphs, and tables</i> 	<ul style="list-style-type: none"> Organize and articulate opinions and ideas. Apply understandings from the past to present events, issues or problems. Consider contradictory points of view and historical interpretations. Understand, evaluate, and use ideas presented in a variety of sources. Recognize and evaluate the significance of economic and political philosophers Know how to apply a theory to new evidence Critically evaluate information by using prior knowledge
<p>Analytical Skills</p> <ul style="list-style-type: none"> <i>Analyze information from a wide variety of sources</i> <i>Compare and contrast events, issues, ideas, and models.</i> Demonstrate a respect for and understanding of others’ perspectives, values, and attitudes Identify the problem or question to solve 	<p>Analytical Skills</p> <ul style="list-style-type: none"> <i>Analyze and interpret information from a wide variety of sources</i> <i>Compare and contrast events, issues, ideas, models and arguments.</i> Demonstrate a respect for and understanding of others’ perspectives, values, and attitudes Identify the elements of a theory 	<ul style="list-style-type: none"> Support opinions and ideas with logical argument and valid supporting details. Approach new political and economic ideas and with an independent and open spirit.
<p>Decision Making Skills</p> <ul style="list-style-type: none"> <i>Formulate clear, valid and sound arguments, and draw conclusions</i> <i>Make well substantiated decisions and relate them to real world situations</i> 	<p>Decision Making Skills</p> <ul style="list-style-type: none"> <i>Formulate clear, valid and sound arguments, make balanced judgments on events and draw conclusions</i> <i>Make well substantiated decisions and relate them to real world situations</i> 	<ul style="list-style-type: none"> Employ convergent and divergent thinking skills. Explore, analyze, and interpret the issues, policies, and trends of American politics and economics with a curious mind. Draw conclusions from a variety of sources. Develop unique and individual opinions or interpretations of historical events, issues, or problems
<p>Investigative Skills</p> <ul style="list-style-type: none"> <i>Test hypothesis and modify them where necessary</i> <i>Plan, carry out and present individual and group investigations of historical events</i> 	<p>Investigative Skills</p> <ul style="list-style-type: none"> <i>Test hypothesis and modify them where necessary</i> <i>Plan, carry out and present individual and group investigations of complex questions</i> 	<ul style="list-style-type: none"> Compare and contrast the goals and tools of various economic and political policy in dealing with issues or instability. Interpret various economic indicators/measurement tools to determine the current state of the economy and to predict economic change.

DRAFT
Social Studies Instructional Framework

Criterion D: Organization and Presentation: <i>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.</i>		
<ul style="list-style-type: none"> • <i>Communicate information that is relevant to the topic</i> • <i>Organize information in a sequenced manner</i> • <i>Present and express information and ideas in a clear and concise manner, using appropriate language, style and visual representation</i> 	<ul style="list-style-type: none"> • <i>Communicate information that is relevant to the topic</i> • <i>Organize information in a sequenced manner</i> • <i>Present and express information and ideas in a clear and concise manner, using appropriate language, style and visual representation</i> 	<p>Demonstrate a respect for and understanding of others' perspectives values, and attitudes</p> <ul style="list-style-type: none"> • Engage in discussion about the opinions and ideas offered by others. • 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