

FIS Standards
Humanities Department
 April, 2014

Standard 1. Students will analyse patterns of change and continuity, relationships between people and/or events through time, and various interpretations of these relationships.		
Subject	Grade	Standard
History	12	Students will develop complex evaluations challenging interpretations of change and continuity through time
	11	Students will develop evaluations of interpretations of change and continuity through time
	10	Students will analyze interpretations of change and continuity through time
	9	Students will identify, interpret and analyze change and continuity through time
Geography	12	Students will develop complex evaluations of models and make predictions of physical or human change over time.
	11	Students will evaluate models which make predictions of physical or human change over time.
	10	Students will be able to evaluate the effectiveness of models in making predictions of physical or human change over time.
	9	Students will be able to analyse how geographical models are used to explain physical or human change over time.
Business & Management	12	Student will critically evaluate theoretical approaches of change and continuity
	11	Students will analyse case studies to identify and explain the management of change and continuity.
Social Studies	8	Students will evaluate the importance of people or events in change and continuity.
	7	Students will prioritise the impacts of people and events on change and continuity.
	6	Students will analyse relationships to identify patterns of change and continuity in societies.
	5	Students will analyse the relationships that exist within societies and identify changes that occur over time.

Standard 2. Students will evaluate causes and effects of interaction among societies.

Subject	Grade	Standard
History	12	Students will prioritise sources to deduce fully reasoned explanations of cause and effect.
	11	Students will classify detailed historical sources to facilitate comparison and contrast of causes and effects.
	10	Students will analyse links between causes and effects using primary and secondary evidence.
	9	Students will identify and prioritise causes and effects.
Geography	12	Students will prioritize the importance of cause & effect relationships and evaluate their impacts on society.
	11	Students will identify and examine cause & effect relationships based on empirical evidence.
	10	Students will identify and analyse the cause and effect relationships based on empirical evidence.
	9	Students will describe and explain the cause and effect relationships based on empirical evidence.
Business & Management	12	Students will evaluate management decisions in order to prioritise cause and effect relationships
	11	Students will identify and explain causes and effects of interactions among stakeholders in societies
Social Studies	8	Students will analyse the connections between cause and effect of changes within societies
	7	Students will use empirically supported explanations to demonstrate how change happens
	6	Students will infer connections in different societies by examining changes over time.
	5	Students will analyse the effects of choices made in different societies

Standard 3. Students will evaluate the interactions and relationship between human societies and their physical environment.		
Subject	Grade	Standard
History	12	Students will critique the role of physical environmental factors in the development of human societies in order to challenge historical interpretations.
	11	Students will prioritise the role of physical environments in the development of change or continuity in human societies.
	10	Students will analyse the role of physical environments in the development of change or continuity in human societies
	9	Students will explain how physical environments affected the development of change or continuity in human societies
Geography	12	Students will challenge interpretations of the role of human activities on the physical environment
	11	Students will evaluate the role of physical environments in the development of human societies
	10	Students will describe and explain the impact the role of physical environments have in the development of human societies
	9	Students will identify the impact the role of physical environments have in the development of human societies
Business & Management	12	Students will evaluate the impact of the physical environment (workplace) on a workforce
	11	Students will examine the impact of the physical environment on a workforce to establish the existence of connections
Social Studies	8	Students will analyse the impact of development on the environment.
	7	Students will analyse the cause and effect relationship between humans and their environment.
	6	Students will analyse the environmental effects on human interactions.
	5	Students will evaluate the effects of human environmental interactions.

Standard 4. Students will evaluate cultural and intellectual developments and interactions among societies.		
Subject	Grade	Standard
History	12	Students will create detailed accounts determining the role of cultural and intellectual developments in change or continuity.
	11	Students will analyse the impact of cultural and intellectual developments and report on their impact on change or continuity in historical understanding.
	10	Students will analyse links between competing cultural and intellectual developments and explain their impacts among societies.
	9	Students will explain the impact of cultural or intellectual developments within societies.
Geography	12	Students will evaluate the importance of cultural and intellectual developments and their impact within societies.
	11	Students will analyse the importance of cultural and intellectual developments to identify their impact within societies.
	10	Students will describe and explain cultural and intellectual developments in societies.
	9	Students will identify causes and effects of cultural and intellectual developments in societies.
Business & Management	12	Students will evaluate the causes and impacts of cultural and intellectual developments on societies.
	11	Students will analyse the causes and impacts of cultural and intellectual developments on societies and identify relationships between causes and impacts.
Social Studies	8	Students will evaluate the impacts of social systems on identities and cultures.
	7	Students will analyse the impacts of social systems on identities and cultures.
	6	Students will analyse the interactions between cultures and the effects this has on identities.
	5	Students will analyse how identities are influenced by cultures.

Standard 5. Students will evaluate how systems and structures influence individuals, societies and environments.		
Subject	Grade	Standard
History	12	Students will deduce the importance of groups and institutions in influencing historical interpretations.
	11	Students will infer the significance of groups and institutions in developing historical processes.
	10	Students will analyse the differences between competing groups or institutions in developing historical processes.
	9	Students will explain the roles of groups or institutions in developing historical processes.
Geography	12	Students will evaluate the impact of physical and human systems and structures on individuals, societies, and environments.
	11	Students will analyze the impact of physical and human systems and structures on individuals, societies, and environments.
	10	Students will describe and explain how physical and human systems effects environments.
	9	Students will identify physical and human systems and how they effect environments.
Business & Management	12	Student will evaluate how systems and structures impact individuals and businesses and propose evidenced solutions.
	11	Students will classify systems and structures and their impacts on individuals and businesses.
Social Studies	8	Students will analyse the role of economic development on societies and the environment.
	7	Students will analyse the impact of resource ownership on individuals, societies and environments.
	6	Students will examine and analyze the organizational structures that existed during a specific time period and how they influenced individuals, societies and environments.
	5	Students will identify and analyze the cultural structures that influence societies.

Standard 6. Students will analyse ways in which economies are shaped by geographic and human factors.		
Subject	Grade	Standard
History	12	Students will examine the role of economic concepts and systems in developing and critiquing historical interpretations.
	11	Students will determine the importance of economic concepts and systems in the cause and effect of historical processes.
	10	Students will prioritise the impacts of economic concepts and systems in historical processes.
	9	Students will analyse and identify links between the impacts of economic concepts and systems in historical processes.
Geography	12	Students will examine the role of geographic and human factors have on shaping economic development.
	11	Students will explain the role of geographic and human factors have on shaping economic development.
	10	Students will compare and contrast the impact of geographic and human factors on economic development.
	9	Students will evaluate the impact of geographic and human factors on economic development.
Business & Management	12	Students will examine the role of geographic and human factors in the operation of business.
	11	Students will classify and explain the role of geographic and human factors in the operation of business.
Social Studies	8	Students will analyse how development of societies are dependent on how they use their geographical and human resources to influence change.
	7	Students will analyse how geographical factors may contribute to the development of economies.
	6	Students will analyse the similarities between economies during a specific time period that are impacted by human and geographical factors.
	5	Students will explain how economies are stimulated by trade.

Standard 7. Students can select and appropriately apply relevant humanities skills in different contexts to create justified interpretations.		
Subject	Grade	Standard
History	12	Students will compose detailed historical judgements, using a wide variety of types of historical source, to evaluate historical interpretations.
	11	Students will construct historical judgements, exemplified by the use of a variety of historical sources.
	10	Students will construct historical judgements using both primary and secondary sources.
	9	Students will use empirical evidence to reach conclusions that are supported and identify key factors.
Geography	12	Students will select and evaluate appropriate data in order to create detailed geographical interpretations.
	11	Students will use appropriate data in order to evaluate geographical interpretations.
	10	Students will analyse geographical data to create justified interpretations.
	9	Students will interpret geographical data to create justified interpretations.
Business & Management	12	Students will select appropriate tools and theories and use them to evaluate case studies to create justified interpretations.
	11	Students will analyse case studies from different perspectives using appropriate tools and theories.
Social Studies	8	Students will evaluate and question historical and geographical events using relevant tools and data.
	7	Students will make judgements about historical and geographical events using relevant tools and data.
	6	Students will compare and contrast historical and geographical events during a specific time period using relevant tools and data.
	5	Students will investigate and analyse historical and geographical events using relevant tools and data.

Resources

- EdPsyc Interactive: <http://www.edpsycinteractive.org/>
- Social Studies Curriculum Framework, Project Aero, 2012: http://www.projectaero.org/aero_standards/socialstudies/socialstudies.pdf
- IB Diploma History Guide (First examinations 2010)
- Bloom's taxonomy (original & revised): <http://www.edpsycinteractive.org/topics/cognition/bloom.html>
- Benchmark review documents: Grade 11 <http://goo.gl/oCamRW>