

## Humanities - Years 7 & 8 (MYP Years 1 & 2)

Standards and links to MYP objectives	Benchmarks – students are able to:
1. Demonstrate content knowledge and understanding	1.1 Know and use basic terminology in context – <i>uses a range of terms specific to the content of the unit correctly to demonstrate working knowledge, offers basic explanation of this terminology.</i> 1.2 Demonstrate content knowledge and understanding – <i>offers basic description and explanation of main ideas and processes using supporting examples</i> 1.3 Use appropriate forms of rounding to estimate results
2. Demonstrate understanding of concepts	2.1 Demonstrate conceptual understanding – <i>describes and explains the concepts of Time, Place and Space, Change, Systems, Global Awareness in a specific context</i> 2.2 Apply concepts – <i>applies conceptual understanding of Time, Place and Space, Change, Systems, Global Awareness in a specific context</i> 2.3 Make connections – <i>describes connections between specified concept (Time, Place and Space, Change, Systems or Global Awareness) and subject material</i>
3. Demonstrate use of technical skills	3.1 Find information - <i>identifies supporting examples and detail in a text</i> 3.2 Use prior knowledge – <i>makes use of prior knowledge to understand context and gain meaning from unfamiliar text</i> 3.3 Use key words - <i>identifies key words for research purposes</i> 3.4 Search information - <i>uses indexes, contents pages, chapter titles, databases to search for information</i> 3.5 Integrate sources of information - <i>uses a variety of print and electronic sources to gather information, uses sources such as maps, graphs, tables, atlases, photographs and statistics to find information</i> 3.6 Take research notes – <i>paraphrases by expressing understanding of ideas through use of own words, summarises by condensing ideas into a briefer format, expresses basic understanding of main ideas through use of own words</i> 3.7 Represent information – <i>uses maps, models and diagrams to demonstrate knowledge, understanding, findings</i>
4. Demonstrate use of analytical skills	4.1 Identify key questions, problems and issues – <i>identifies and describes key questions, problems and issues in a specified context with increasing independence</i> 4.2 Select and use sources to reach conclusions – <i>uses sources as a starting point for describing and explaining content knowledge or conceptual understanding</i> 4.3 Analyse information from selected sources – <i>makes meaning of maps, graphs, tables, atlases, photographs and statistics to draw basic conclusions</i> 4.4 Recognise the values and limitations of sources – <i>with guidance, identifies values and limitations of sources in terms of their origin, bias and application</i> 4.5 Compare and contrast – <i>compares and contrasts basic events, ideas, models or arguments in context</i>
5. Demonstrate use of decision making skills	5.1 Address issues – <i>uses basic strategies (listing pros and cons, identifying opportunity cost, identifying long and short term costs and benefits) to make decisions in a specified context</i> 5.2 Relate decisions to real-world context – <i>describes how decisions made can relate to real-world contexts to demonstrate understanding of their application</i> 5.3 Evaluate decisions – <i>understands that decisions have implications, identifies and</i>

	<p><i>begins to describe long and short term implications of decisions</i></p> <p>5.4 Formulate arguments – <i>identifies points for and against an issue, can identify different perspectives on an issue</i></p> <p>5.5 Make considered judgements – <i>with guidance, makes basic judgements</i></p>
6. Demonstrate use of investigative skills	<p>6.1 Test hypotheses and ideas – <i>with guidance, formulates a hypothesis and test through a process of guided inquiry</i></p> <p>6.2 Plan an investigation – <i>plans the step-by-step undertaking of an investigation using the stages of the inquiry cycle</i></p> <p>6.3 Conduct an investigation – <i>completes an investigation using the stages of the inquiry cycle</i></p> <p>6.4 Present an investigation – <i>presents findings using format that demonstrates understanding of purpose and audience</i></p> <p>6.5 Reflect on investigation – <i>reflects on processes and outcome of investigation, sets goals for future investigations</i></p> <p>6.6 Engage in fieldwork – <i>with guidance, undertakes fieldwork to collect primary data</i></p>
7. Organising and presenting material	<p>7.1 Communicate relevant information – <i>communicates relevant information using supporting evidence in an appropriate oral, visual or written format to purpose and audience, expressing this information in an increasingly precise</i></p> <p>7.2 Organise information – <i>organises ideas in a logically sequenced manner using oral, visual or written format appropriate to purpose and audience</i></p> <p>7.3 Reference - <i>uses standard format and methodology for documenting reference sources, understands the meaning and consequences of plagiarism; distinguishes own ideas from others; includes bibliography (APA)</i></p>

## Humanities - Year 9 (MYP Year 3)

<b>Standards and links to MYP (interim) objectives</b>	<b>Benchmarks – students are able to:</b>
1. Demonstrate content knowledge and understanding	1.1 Know and use basic terminology in context – <i>uses a range of terms specific to the content of the unit correctly to demonstrate working knowledge, offers increasingly detailed explanation of this terminology.</i> 1.2 Demonstrate content knowledge and understanding – <i>offers description and increasingly detailed explanation of main ideas and processes using supporting examples</i>
2. Demonstrate understanding of concepts	2.1 Demonstrate conceptual understanding – <i>describes and explains the concepts of Time, Place and Space, Change, Systems, Global Awareness in a specific context</i> 2.2 Apply concepts – <i>applies conceptual understanding of Time, Place and Space, Change, Systems, Global Awareness in a specific context, begins to apply concept to other situations.</i> 2.3 Make connections – <i>describes and begins to explain connections between specified concept (Time, Place and Space, Change, Systems or Global Awareness) and subject material</i>
3. Demonstrate use of technical skills	3.1 Find information - <i>identifies supporting examples and detail in a text,</i> 3.2 Use prior knowledge – <i>makes use of prior knowledge to understand context and gain meaning from unfamiliar text</i> 3.3 Use key words - <i>identifies key words for research purposes</i> 3.4 Search information - <i>uses indexes, contents pages, chapter titles, databases to search for information</i> 3.5 Integrate sources of information - <i>uses a variety of print and electronic sources to gather information, uses sources such as maps, graphs, tables, atlases, photographs and statistics to find information</i> 3.6 Take research notes – <i>paraphrases by expressing understanding of ideas through use of own words, summarises by condensing ideas into a briefer format, expresses basic understanding of main ideas through use of own words</i> 3.7 Represent information – <i>uses maps, models and diagrams to demonstrate knowledge, understanding, findings</i>
4. Demonstrate use of analytical skills	4.1 Identify key questions, problems and issues – <i>identifies and describes key questions, problems and issues in a specified context with increasing independence</i> 4.2 Select and use sources to reach conclusions – <i>uses sources as a starting point for describing and explaining content knowledge or conceptual understanding, can draw basic conclusions from previously unfamiliar sources</i> 4.3 Analyse information from selected sources – <i>makes meaning of maps, graphs, tables, atlases, photographs and statistics to draw conclusions</i> 4.4 Recognise the values and limitations of sources – <i>with increasing independence, identifies values and limitations of sources in terms of their origin, bias and application</i> 4.5 Compare and contrast – <i>compares and contrasts basic events, ideas, models or arguments in context</i>
5. Demonstrate	5.1 Address issues – <i>uses basic strategies (listing pros and cons, identifying opportunity cost, identifying long and short term costs and benefits) to make</i>

<p>use of decision making skills</p>	<p><i>decisions in a specified context</i></p> <p>5.2 Relate decisions to real-world context – <i>describes how decisions made can relate to real-world contexts to demonstrate understanding of their application</i></p> <p>5.3 Evaluate decisions – <i>understands that decisions have implications, identifies and describes long and short term implications of decisions</i></p> <p>5.4 Formulate arguments – <i>identifies points for and against an issue, can identify different perspectives on an issue, can produce a structured expository essay to state and explain an argument</i></p> <p>5.5 Make considered judgements – <i>with guidance, makes basic judgements</i></p>
<p>6. Demonstrate use of investigative skills</p>	<p>6.1 Test hypotheses and ideas – <i>with guidance, formulates a hypothesis and test through a process of guided inquiry</i></p> <p>6.2 Plan an investigation – <i>plans the step-by-step undertaking of an investigation using the stages of the inquiry cycle</i></p> <p>6.3 Conduct an investigation – <i>completes an investigation using the stages of the inquiry cycle</i></p> <p>6.4 Present an investigation – <i>presents findings using format that demonstrates understanding of purpose and audience</i></p> <p>6.5 Reflect on investigation – <i>reflects on processes and outcome of investigation, sets goals for future investigations</i></p> <p>6.6 Engage in fieldwork – <i>with guidance, undertakes fieldwork to collect primary data</i></p> <p>6.7 Interviewing – <i>constructs surveys and asks appropriate questions as a way to gather information</i></p>
<p>7. Organising and presenting material</p>	<p>7.1 Communicate relevant information – <i>communicates relevant information using supporting evidence in an appropriate oral, visual or written format to purpose and audience, expressing this information in an increasingly precise manner</i></p> <p>7.2 Organise information – <i>organises ideas in a clearly structured, logically sequenced manner using oral, visual or written format appropriate to purpose and audience</i></p> <p>7.3 Reference - <i>uses standard format and methodology for documenting reference sources, understands the meaning and consequences of plagiarism; distinguishes own ideas from others; includes bibliography (APA)</i></p>