المدرسة الأمريكية الدولية
American International School

HIGH SCHOOL

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Individuals and Societies AY 26-27						
STRAND	**STANDARDS/SKILLS (C3 Framework)**		**9th**	**10th**	**11th**	**12th**
Dimension 1: Developing Questions and Planning Inquiries	**Constructing Compelling Questions**	**D1.1.9-12.** Explain how a question reflects an enduring issue in the field.	Students explain how questions about alternative economic measures reflect enduring issues in the field of economics and social development. Students explain how questions about democratic governance reflect enduring issues in political science and social studies.	Students explain how pandemic economic response questions reflect enduring issues in economics. Students explain how questions about refugee governance reflect enduring tensions between sovereignty and humanitarian obligations.		
		D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.	Students demonstrate how supporting questions contribute to inquiry about democratic systems and generate new questions through source analysis.			
	Determining Helpful Sources	**D1.5.9-12.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources	Students determine appropriate sources for analyzing Gross National Happiness systems and their implementation. Students learn and review how to assess reliable sources, their points of view, and the uses of those sources.	Students determine appropriate sources for analyzing global economic responses to COVID-19. Students determine appropriate sources for analyzing refugee movement patterns and governance systems. Students determine appropriate sources for investigating different	Students determine sources that present a range of historical perspectives in different contexts and time periods.	Students determine which primary and secondary sources are most helpful for inquiries into American independence, self-reliance, immigration, and migration, considering different perspectives, source types, credibility, bias, and potential uses.

		available, and the potential uses of the sources.		aspects of digital power structures.		
Dimension 2: Applying Disciplinary Concepts and Tools- Civics	**Civic and Political Institutions**	**D2.Civ.1.9-12.** Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.				
		D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.				Students learn several key laws, treaties and supreme court decisions that shaped America domestically and internationally
		D2.Civ.4.9-12. Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.				Students learn specific amendments (including the bill of rights) and relate them to current events and modern interpretations

		D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.	Students evaluate the effectiveness of citizens and institutions in addressing social and political problems within democratic systems.	Students evaluate the effectiveness of revolutionary institutions in addressing social and political problems. Students evaluate the effectiveness of platforms, governments, and citizens in addressing social and political problems in digital spaces.		
		D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets.		Students critique the relationships between technology companies, government regulators, and user communities in digital environments.		
		D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.	Students compare social and political systems across different contexts, times, and places to assess how they promote civic virtues and democratic principles.	Students evaluate revolutionary political systems and their promotion of democratic principles.		
		D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles,				

		constitutional rights, and human rights.				
		D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.		Students analyze how international refugee law attempts to balance values of sovereignty and human rights protection.		
		D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcome, and related consequences.		Students analyze how people and governments used and challenged laws to address economic issues during the pandemic. Students evaluate the impact of power differentials on refugee governance structures and protection outcomes.		Students evaluate the intended and unintended consequences of public policies associated with American growth and expansion, immigration and migration, and intervention overseas.
		D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.	Students analyze historical, contemporary, and emerging methods for promoting democratic change, protecting rights, and advancing the common good. .			
Dimension 2: Applying Disciplinary Concepts and Tools- Economics	**Economic Decision Making**	**D2.Eco.1.9-12.** Analyze how incentives influence choices that may result in policies with a range of costs and	Students analyze how incentives in GNH systems influence policy choices with varying costs and benefits for different societal groups. Students analyze how incentives influence business choices regarding CSR initiatives and evaluate the			

		benefits for different groups.	resulting costs and benefits for different stakeholder groups.			
		D2.Eco.2.9-12. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.	Students apply marginal analysis to evaluate CSR initiatives, constructing evidence-based arguments about their economic viability and impact on stakeholders.	Students use marginal benefits and costs to evaluate pandemic economic interventions. Students learn how rational economic agents think on the margin in both the production and consumption of a good		
	Exchange and Markets	**D2.Eco.3.9-12**. Analyze the ways in which incentives influence what is produced and distributed in a market system.		Students learn about and are assessed on comparative advantage, by comparing firm and country profitability and determining the associated opportunity costs of production.		
		D2.Eco.5.9-12. Describe the consequences of competition in specific markets.		Students learn about incentive to produce at the allocatively efficient level of production by looking at.		
		D2.Eco.6.9-12. Generate possible explanations for a government role in markets when market inefficiencies exist.		Students learn about government interventionist policies such as price controls, subsidies, government spending, and more. This is done with case studies, articles, videos, and other real-world examples.		

		D2.Eco.7.9-12. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.	Students evaluate the effectiveness of GNH-oriented government policies based on cost-benefit analysis.	Students evaluate the effectiveness of government policies implemented during the pandemic. In learning about various government policies, students learn about and must identify the impacts on various stakeholders.		
		D2.Eco.8.9-12. Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.		Students describe both the intended and unintended consequences of pandemic economic policies. In learning about various government policies, students learn about and must identify the pros and cons of those policies.		
		D2.Eco.9.9-12. Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.		Students describe how institutional structures like property rights and rule of law influenced pandemic economic responses. Students learn about systems of economies, and in doing so learn about the legal frameworks in various economies, including market economies.		
	The National Economy	**D2.Eco.10.9-12.** Use current data to explain the influence of changes in spending production, and the money supply on various economic conditions.		Students use current data to explain how changes in spending, production, and money supply effected economic conditions during the pandemic. Students look at real world examples to learn about an analyze the effect changing real GDP (which includes influence of changes in		

				spending production) has on an economy		
		D2.Eco.11.9-12. Use economic indicators to analyze the current and future state of the economy.		Students gain an understanding of the following economic indicators: inflation rate, unemployment rate, economic growth rate, and real interest rate with a variety of in class activities and examples.		
		D2.Eco.12.9-12. Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.	Students evaluate how GNH principles might influence the selection of monetary and fiscal policies under various economic conditions.	Students evaluate the selection and effectiveness of monetary and fiscal policies using various technologies. Students cover fiscal policy in unit 3 and monetary policy in unit 4, in learning about the different associated types of fiscal and monetary policies, students are expected to recommend one for a given economic situation and briefly evaluate it.		
		D2.Eco.13.9-12. Explain why advancements in technologies and investments in capital goods and human capital increase economic growth and standards of living.	Students explain how CSR initiatives focused on technological innovation, capital investments, and human capital development contribute to both business growth and societal standards of living.	Students learn about the production possibilities curve (PPC) and how an increase in technology leads to greater levels of productive capacity with the same level of inputs, thus increasing standards of living.		
		D2.Eco.15.9-12. Explain how current globalization trends and policies affect	Students explain how GNH approaches affect economic growth, labor markets, citizen rights, environmental protection, and resource			

		economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.	distribution across different nations. Students analyze how globalization influences CSR implementation across different regions and explain how international CSR practices impact economic, social, and environmental outcomes in various contexts.			
Dimension 2: Applying Disciplinary Concepts and Tools- Geography	**Geographic Representations: Spatial Views of the World**	**D2.Geo.1.9-12.** Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.	Students demonstrate how to use geospatial technologies to create maps that show climate change patterns.	Students use geospatial tools to analyze patterns of refugee movement and settlement distribution.		
		D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and their political, cultural, and economic dynamics.	Students analyze maps, satellite images, and photographs to explain how climate change impacts the political, cultural, and economic dynamics of different regions.	Students use maps and geographic representations to explain relationships between refugee movement patterns and governance policies.		
		D2.Geo.3.9-12. Use geographic data to analyze variations in the spatial patterns of cultural	Students interpret geographic data to identify variations in climate change patterns across local, regional, and global scales.			

		and environmental characteristics at multiple scales.				
	Human-Environment Interaction: Place, Regions, and Culture	**D2.Geo.4.9-12.** Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.	Students analyze the reciprocal relationships between human societies and physical geographic features to explain how empires adapted to and modified their environments.			
		D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.	Students evaluate how political and economic decisions in Kuwait and globally have influenced environmental characteristics related to climate change.	Students evaluate how border management policies influence human migration routes and settlement patterns.		
		D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.		Students evaluate the impact of refugee settlements on environmental and cultural landscapes.		
	Human Population: Spatial Movement and Patterns	**D2.Geo.7.9-12.**	Students evaluate how the spatial diffusion of ideas, technologies, and cultural practices along trade routes	Students analyze the spatial relationships between p /pull factors and refugee movement patterns.		

		Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.	influenced the development and decline of imperial powers.			
		D2.Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.		Students evaluate how refugee settlement models shape patterns of human population distribution and environmental use.		
		D2.Geo.9.9-12. Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.		Students evaluate the environmental and cultural impacts of different refugee settlement approaches.		
		D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources	Students assess how control of scarce resources contributed to conflict and cooperation between empires and their neighbors. Students evaluate how globalization and scarce			

		contribute to conflict and cooperation within and among countries.	resources contribute to conflict and cooperation.			
		D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.		Students evaluate how political decisions about refugee governance contribute to migration and settlement patterns.		
Dimension 2: Applying Disciplinary Concepts and Tools- History	**Change, Continuity, and Context**	**D2.His.1.9-12.** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.		Students evaluate how refugee governance approaches are shaped by historical contexts and power relationships. Students evaluate how Atlantic revolutions were shaped by unique circumstances and broader historical contexts.	Students evaluate the circumstances of China and Russia in the early 20th century and how these conditions lead to revolution.	Students evaluate how American independence, territorial and economic expansion, and reform movements were shaped by the particular circumstances of their time and by broader historical developments.
		D2.His.2.9-12. Analyze change and continuity in historical eras.	Students analyze continuity and change in democratic systems across historical eras, from ancient models to modern implementations.		Students analyze change and continuity in a range of historical contexts, and the causes and conditions of each.	
		D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time	Students assess how the significance of individuals' and groups' contributions to democratic development changes over time and is shaped by historical context.			

		and is shaped by the historical context.				
	Perspectives	**D2.His.4.9-12.** Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.	Students analyze complex and interacting factors (social, political, intellectual, religious) that influenced historians' perspectives on the transatlantic slave trade during different time periods.		Students analyze the perspectives in Russia, and throughout the Cold War, and how factors, such as events and conditions, influenced the perspectives of people over time.	
		D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.	Students analyze how historical contexts (colonialism, abolition movements, civil rights era, postcolonialism) shaped the creation and interpretation of primary sources about the transatlantic slave trade.		Students analyze how historical contexts shape perspective by looking at the historiography of China in the 20th century and post-colonial conflicts.	Students analyze how historical contexts shaped different perspectives on slavery and sectional division, immigration and migration, and American intervention overseas.
		D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.	Students analyze how the social position, cultural background, and political contexts of historians influenced their interpretations of the transatlantic slave trade.			
		D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.	Students explain how contemporary values, movements, and methodologies have reshaped historical interpretations of the transatlantic slave trade over time.			

		D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.	Students analyze how modern interpretations of the transatlantic slave trade are limited by the predominance of European sources and the relative scarcity of African and enslaved people's perspectives.			
	Historical Sources and Evidence	**D2.His.9.9-12.** Analyze the relationship between historical sources and the secondary interpretations made from them.	Students analyze how historians have used specific primary sources to develop varying interpretations of the transatlantic slave trade.			
		D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.	Students detect limitations in slave trade records, personal narratives, legal documents, and other primary sources used to study the transatlantic slave trade.			
		D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin,	Students critique the usefulness of specific historical sources for understanding different aspects of the transatlantic slave trade (economic, social, cultural, demographic).		Students make critical decisions about the usefulness of high-quality sources to specific lines of inquiry.	

		intended audience, and purpose.				
		D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.	Students critique historians' selection and use of sources in their interpretations of the transatlantic slave trade, identifying potential gaps or biases.			
	Causation and Argumentation	**D2.His.14.9-12**. Analyze multiple and complex causes and effects of events in the past.	Students analyze the multiple and complex causes and effects that have shaped the evolution of democratic systems.	Students analyze multiple causes and effects of the American, French, and Haitian Revolutions.	Students analyze multiple complex causes related to the Cold War and postcolonial conflicts.	
		D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.		Students distinguish between long-term causes and triggering events in revolutionary movements.		
		D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.	Students integrate evidence from multiple historiographical perspectives to develop reasoned arguments about how our understanding of the transatlantic slave trade has evolved.			
		D2.His.17.9-12.	Students critique central arguments in secondary works about the transatlantic slave trade in terms of their			

		Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.	historical accuracy, comprehensiveness, and ethical frameworks.			
Dimension 3: Evaluating Sources and Using Evidence	**Gathering and Evaluating Sources**	**D3.1.9-12.** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	Students gather relevant information from multiple sources that represent diverse perspectives on democratic governance.	Students gather information from diverse sources representing multiple perspectives on refugee governance issues. Students gather information from multiple sources representing diverse perspectives on revolutionary movements. Students gather information from multiple sources representing diverse perspectives on digital power dynamics.		
		D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.		Students evaluate the credibility of sources on refugee experiences and governance policies. Students evaluate the credibility of revolutionary-era sources.	Students evaluatesourcecredibility in 20th Century Russia and China by looking at how experts value them. They will interrogate what *expertise* means in the context of historical inquiry.	

	Developing Claims and Using Evidence	**D3.3.9-12.** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.	Students identify and evaluate evidence from multiple sources to detect inconsistencies and strengthen claims about democratic systems.	Students identify inconsistencies across sources about digital governance and technology practices.	Students will identify evidence from multiple sources to attempt to reach a strong conclusion informed a critical interrogation of evidence.	
		D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.	Students construct and refine claims with evidence from multiple sources.			Students refine claims and counterclaims about sectional division, the Civil War, and reform movements, using precise historical evidence and identifying the strengths and limitations of competing arguments.
Dimension 4: Communicating Conclusions and Taking Informed Action	**Communicating Conclusions**	**D4.1.9-12.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.	Students construct evidence-based arguments about how geographic factors shaped imperial power using specific claims supported by multiple historical sources. Students construct arguments with evidence from multiple sources. Students construct well-reasoned arguments about effective CSR strategies using specific evidence from multiple sources while acknowledging competing perspectives.	Students construct evidence-based arguments about effective approaches to refugee governance. Students construct evidence-based arguments about revolutionary legacies. Students construct evidence-based arguments about digital power relationships while acknowledging counterclaims.		Students construct evidence-based arguments about the consequences of American growth, expansion, and overseas intervention while acknowledging counterclaims and weaknesses in the available evidence.

			Students construct arguments about historiographical interpretations using precise and knowledgeable claims supported by evidence from multiple historical perspectives			
		D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose)e.g., cause and effect, chronological, procedural, technical).	Students develop coherent explanations of CSR impacts using sound economic reasoning, relevant examples, and pertinent details that demonstrate comprehensive understanding of business-stakeholder relationships.	Students construct evidence-based arguments about revolutionary legacies. Students develop explanations about digital systems using sound reasoning and specific evidence.		
		D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using	Students present arguments about happiness-based policy initiatives using various appropriate technologies. Students present adaptations of arguments about geographic determinism using appropriate visual and digital technologies to engage diverse audiences.	Students present arguments about global economic policies using various technologies. Students present refugee policy proposals using appropriate technologies and visual representations.		

		print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).				
	Taking Informed Action	**D4.6.9-12.** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.		Students analyze digital power issues through multiple disciplinary lenses.		
		D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.	Students develop actionable solutions to address climate change challenges identified through mapping data.	Students assess options for addressing refugee governance challenges based on multiple stakeholder interests.		